

St Francis' Catholic Primary School,  
Goosnargh

**Curriculum Intent, Implementation and Impact**

*St. Francis' Catholic Primary School*

**LIVING FEELING DREAMING**

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all  
As children of God, we care for each other and we always try to do our best'

## COMPUTING

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

### Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

## **Intent**

We strive to provide a high-quality computing education to equip children with the skills of computational thinking and creativity to understand and change the world.

Through our curriculum, we intend for our children not only to be digitally competent and have a range of transferable skills for their future workplace, but also to be responsible and considerate online citizens.

We want to model and educate our children on how to use technology positively, responsibly and safely. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively, which will in turn help our pupils become skilful computer scientists.

Our online safety education is vital in providing children with the skills they need to be critically aware of online risks and we teach children the importance of the 4 C's of online safety, where risk is categorized in four areas: Content, Contact, Conduct and Commerce.

Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content.

Our computing curriculum also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

We use Purple Mash in all year groups to teach our computing curriculum.

## **Relevance and adaptability**

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

## **Implementation**

### **Planning the curriculum**

Teachers plan the computing curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

We use Purple Mash to teach sequential lessons on Computer Science, Information Technology and Digital literacy.

We use Education for a Connected World framework to equip children and young people for digital life (UK Council for Internet Safety)

### **Progression - The teaching and learning of knowledge and skills**

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

### **Adaptive Teaching**

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In lessons, adaptations may include:

- ✓ assessment of prior learning and adapting lessons to meet the needs of all children
- ✓ MAKE 'IN THE MOMENT' ADAPTATIONS e.g. reteach the content to a flexible group, clarifying vocabulary or addressing misconceptions
- ✓ Accessible Hardware and Software:
- ✓ Ensure that computing hardware and software are accessible and compatible with assistive technology devices or software that children with SEND may use.
- ✓ Provide access to adaptive input devices, screen readers, or text-to-speech software as needed.
- ✓ Use coding platforms and programming environments that offer accessibility features, such as text to-speech support, keyboard shortcuts, or large fonts.
- ✓ Provide coding challenges that can be tailored to individual children's abilities and interests.
- ✓ maintain an inclusive environment based on mutual trust and respect
- ✓ for recording – alternatives to written recording are offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording
- ✓ Self-assessment and peer assessment are encouraged. Pupils are taught to use the language of assessment, eg "better..."
- ✓ providing specific materials and tools for sensory processing
- ✓ bespoke visual aids
- ✓ " time to think about questions before being required to respond

- ✓ STEM sentences/sentence starters
- ✓ talk tins and voice recording equipment
- ✓ labelled diagrams
- ✓ WAGOLLS
- ✓ multiple choice quizzes
- ✓ cloze procedure tasks
- ✓ Praise positive behaviour at each step to encourage high self-esteem.
- ✓ Ensure clear instructions are given throughout the lesson.
- ✓ Provide time limited learning breaks.
- ✓ Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (For example, the design, the creation or the evaluation)
- ✓ Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate
- ✓ Ensure the child is positioned in a well-lit space before beginning an activity.
- ✓ precise and explicit modelling of tasks
- ✓ extra repetition when learning a new skill
- ✓ pre-teaching or earlier encounters with concepts
- ✓ teacher intervention to address gaps or misconceptions
- ✓ the use of appropriate vocabulary at varying levels of difficulty during lessons
- ✓ careful use of support for pupils with English as an additional language
- ✓ dual coding with key vocabulary and pictures
- ✓ simplifying language
- ✓ discussions with children, alongside their work (teacher knowledge)
- ✓ flexible working groups
- ✓ regular opportunities to revisit previously taught knowledge

## **Enrichment**

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

**By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:**

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities

- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools
- Learn how to be kind
- Be ready for our world

### **Continuity**

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

### **Assessment**

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

### **Impact**

Our children know how and why technology is used in the wide world. They cover the progressive skills set within the Purple Mash scheme of work and they use appropriate computing skill for their age. Children know how to keep themselves safe online.

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.