West Heslerton CE Primary School Curriculum statement for the teaching and learning of Computing

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<tr><td>ETHOS</td><td colspan="4">“Children are at the centre of all we do”
We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.
The hallmarks of a Christian life lived well are shown in the fruits of the Spirit –
‘But the fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-control. Against such things there is no law.’
Galatians 5:22-23</td></tr>
<tr><td>SCHOOL INTENT</td><td colspan="4">As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.
To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.
Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</td></tr>
<tr><td>SUBJECT INTENT</td><td colspan="4">At West Heslerton, we recognise that technology is an integral part of everyday life. The intent of our computing curriculum is to prepare our children for a future that is being increasingly transformed by technology. We encourage children to develop the skills, knowledge and confidence that they need to be able to become digitally literate. We do this through a combination of specific skills-based lessons and independent work.
It is our aim to develop:
An enjoyment of computing.
Competence and confidence in choosing and using appropriate applications.
An ability to apply computing skills to real life problems and tasks.
Initiative and an ability to work both independently and in cooperation with others
An ability to communicate safely using on-line applications and technologies.
An understanding of the capabilities and limitations of computing, and the consequences of its use.</td></tr>
<tr><td rowspan="4">UNDERPINNED BY</td><td>High expectations</td><td>Modelling</td><td>Fluency</td><td>Vocabulary</td></tr>
<tr><td>All children are expected to make at least good progress from their starting point and achieve their full potential.</td><td>Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.</td><td>Children apply the skills taught confidently and independently across the curriculum.</td><td>Ambitious vocabulary is taught explicitly and can be used by children appropriately.</td></tr>
<tr><td>Spiritual development
Wondering at the power of the digital age (eg internet)
Understanding advantages and limitations of ICT
Using the internet as a gateway to big life issues</td><td>Moral development
Exploring moral issues around use of data
Considering the benefits and potential dangers of the internet (including Cyberbullying)
Considering the vision of those involved in developing the web</td><td>Social development
Being prepared to work with technology to forge new relationships and link with other people/places
Discussing the impact of ICT on the ways people communicate</td><td>Cultural development
Exploring human achievements and creativity in relation to worldwide communications
Developing a sense of awe and wonder at human ingenuity</td></tr>
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<tr><td rowspan="3">IMPLEMENTATION</td><td colspan="4">Following the National Curriculum, skills, knowledge and vocabulary are taught using a discrete programme (Teach Computing) adapted for our setting. Other elements of the computing curriculum are integrated as part of project work. These include online-safety, digital publication and presentation, research, data handling and the use of digital media.
In EYFS we use the ‘Birth to 5 Matters’ guidance and the Development Matters Checkpoints to track progress, these are non-statutory - only the ‘Early Years Framework’ is statutory. See EYFS EAD Long term Progression Plan.
We recognise that children need to learn how to stay safe online and we develop this awareness regularly through our PSHCE curriculum, during computing lessons, and also by participating in Safer Internet Days.</td></tr>
<tr><td>Outdoor Learning
As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary.
EYFS and Yr1 also have continual access to outdoor learning as part of their provision.
Computing Unplugged supports us in this.</td><td>Inclusion
All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.</td><td>Whole School Events
As a whole school we come together to celebrate and/or take part in specific themes and events:
Safer Internet Day

Wider opportunities
STEM Activity Days
Scarborough Science and Engineering Week
Visits and visitors that enhance learning in computing.</td><td>Nurture
The six principles of nurture are woven throughout our curriculum.
Learning
Wellbeing
Behaviour
Language
Safety
Transition</td></tr>
<tr><td>Cross-curricular
This subject is taught across the curriculum ensuring that skills are applied in other subjects.</td><td>Independent work
Tasks are set for children to promote independent learning, time management, organisation and problem solving.</td><td>Resources
All children in KS2 are allocated an Ipad that is available for them to use at all times
Laptops are available for use by all children.
All teaching areas have Smartboards.</td><td>Continuous Professional Development (CPD)
To further staff’s subject knowledge and skills, professional development is undertaken when required.</td></tr>
<tr><td>IMPACT</td><td colspan="4">We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.
We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.</td></tr>
<tr><td rowspan="2">MONITORING METHODS</td><td>Pupil Voice</td><td>Evidence in knowledge</td><td>Evidence in skills</td><td>Outcomes</td></tr>
<tr><td>Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject.
With their work as a prompt, children can talk about their learning.</td><td>Children can recall key information, showing knowledge of the subject from which to build on further.</td><td>Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts.
Teachers’ subject knowledge ensure that skills taught are matched to National Curriculum objectives.</td><td>At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.</td></tr>
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