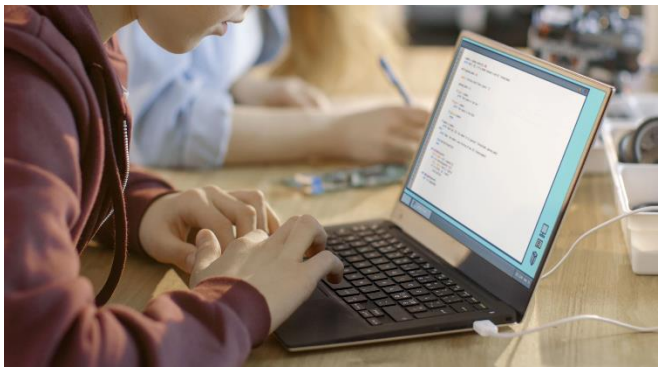
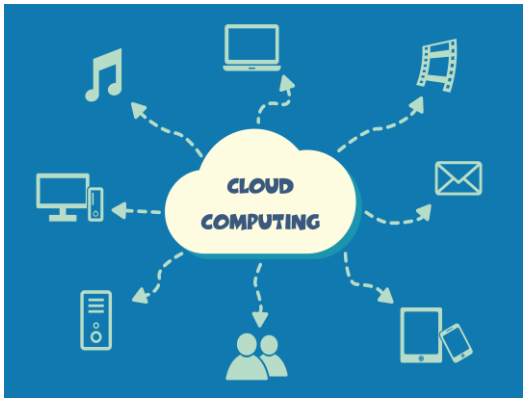
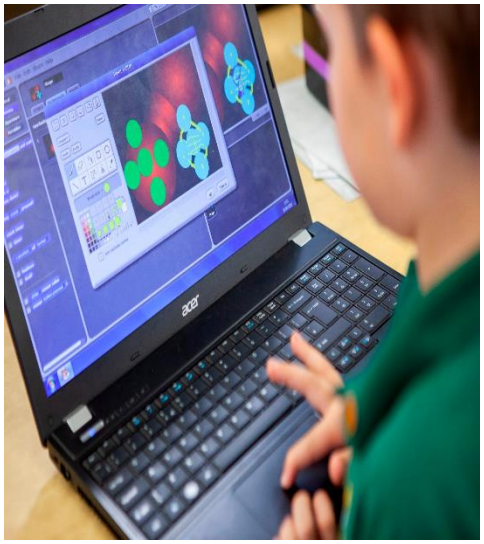
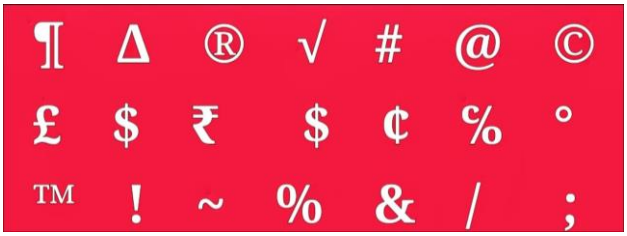
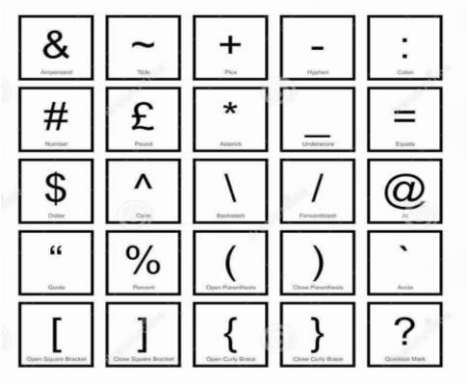
Moorside Primary School
Computing Curriculum











Intent, Implementation, Impact

Intent

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all of our children to learn understand and apply a range of knowledge and skills with confidence and security.

We value computing as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring knowledge and skill based, progressive curriculum that enables curiosity and critical thinking and learning.

The computing curriculum at Moorside Primary makes full use of a range of resources to enhance and develop skills and understanding, utilising a range of computer systems, such as laptops and I pads. Vocabulary is an important part of our teaching and learning at Moorside. By providing learners with the correct technical vocabulary and modelling this, it unlocks a wealth of understanding across the subject.

At our school we want our children to be masters of technology and to sue it to facilitate and support their learning across the wider curriculum. Technology is everywhere and will play a pivotal part in our children's lives, therefore, we want to model and educate our children on how to use technology positively, responsibly and safely. Our knowledge rich curriculum is balanced with extensive opportunities for children to practise and perfect their computing skills. We encourage teaching staff to embed computing across the whole curriculum to make learning creative and accessible.

The areas of study we cover are informed by the National Curriculum and are planned to develop children's knowledge, skills and understanding. A strong emphasis is focused on 'keeping safe online.' At the beginning of the each academic year, children are taught the importance of staying safe online. This coincides with laying the foundations of safety expectations in school.

The computing curriculum is carefully planned and structured to ensure that current learning is linked to previous learning (including the learning that is delivered in the Early Years Foundation Stage) and that the school's approaches are informed by current pedagogy. Our long term and medium term planning documents offers subject information and learning intentions so that teachers can coherently plan a sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. All members of teaching staff have access to 'Teach ICT North Tyneside,' a scheme adopted across school as another tool to help structure and plan effective lessons for all learners.

Implémentation

Computing is taught weekly, with a new area of study being covered half termly. We ensure computing is given the same importance as all other areas of the curriculum with an equal value and a weekly timetabled session. We believe this is important in enabling all children to gain 'real life' experiences and master a variety of skills and approaches. A variety of teaching approaches are used and are based on the needs of individual children following continuous assessment for learning.

Children acquire, develop and embed computing skills so that they can achieve depth in their learning. We follow the sequence of units as outlined in the long term overview outlined by Teach ICT North Tyneside to ensure coverage and sequential learning. Teachers have identified the key knowledge and skills of each area and consideration has been given to ensure progression across different areas of learning throughout each year group across the school. Our progression documents ensure that there the pitch of lessons delivered is

appropriate and that intentions taught are in sequential order with opportunities given for repetition.

In order for children to know more and remember more in each area of computing studied, there is a structure to the lesson sequence where by prior learning is always considered and opportunities for revision of skills and learning taught previously. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's computing understanding. Through revisiting and consolidating skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources to ensure that children are given opportunities to repeat and revise this knowledge.

Speaking and listening opportunities are within each lesson in order to develop the children's confidence in being able to discuss their learning in computing. They are able to share their opinions and make informed contributions to whole class and group discussions. Children are encouraged to use technological vocabulary in their explanations and discussions.

Cross-curricular outcomes in computing are specifically planned for, with links being established where appropriate and opportunities for writing, reading and math being exploited. Planning is informed by and aligned with the National Curriculum. Our school, group teaching approach allows us to deliver pitch appropriate lessons to all therefore ensuring appropriate support, scaffolding, challenge and resources are given and used.

Our school is at the heart of the local city and within walking distance of pioneering STEM developments and industry. Where ever possible, these opportunities are fully utilised to provide learning opportunities outside of the classroom. Places of interest are visited regularly by our children to give their learning increased depth and dimension. Children are taught foundation skills needed to develop and promote future aspirations.

Our SEND and disadvantaged children are supported in learning languages through the use of visuals in the classroom and adapted planning and resources as necessary. Lessons are differentiated providing the appropriate level of support and challenge.

Early Years Foundation Stage

Within our teaching approaches and policies, there are a wealth of opportunities to promote computing across Early Years. EYFS follows the 'Development Matters in the EYFS' guidance which states 'Understanding of the world' aims for all children in reception to make sense of their world around them, showing an understanding of how things work and looking after the environment in which they learn. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them.

Our children enter our setting with varying levels of prior knowledge of how to engage with technological hardware, therefore within our setting, we build on this through promoting and teaching the use and understanding of relevant vocabulary and specific skills. We ensure that children are interacting with interactive toys and computing apparatus safely. A focus on early online safety is fundamentally built into teaching and learning throughout the year.

Impact

The impact of using a full range of computing resources across the curriculum, will be seen across school with the increased profile of computing. Computing specific vocabulary will be displayed, spoken and used by all learners. We want to ensure that computing is loved by teachers and children across school, therefore encouraging them to want to continue

building on this wealth of computing knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and effective assessment for learning strategies. We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the 'why' behind their learning and not just the 'how'. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being. We encourage regular discussions between staff and children on how to best embed and understand this. The way children showcase, share, celebrate and publish their work will best show the impact of our curriculum. Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.

The impact of the school's computing curriculum is also measured through several means:

- Clear and reliable baselines for all children across all subjects.
- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- Parent/Carer meetings.
- On-going observations and monitoring.
- On-going CPD for teaching and support staff.
- Timely reviews of the impact of interventions.
- Computing evidence and planning scrutiny.