



Statement of Intent and implementation for Computing

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Computing Intent

In line with the 2014 National Curriculum for Computing, Our computing curriculum at Larkhill:

- Provides children with the knowledge and skills which equip them to use computational thinking and creativity in their everyday lives now and in the future.
- Teaches our children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers
- Builds progressively to ensure that by the time they leave Larkhill Primary, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully).
- Provides children with engaging tasks to inspire and excite them and the correct technical language with which to communicate their understanding.
- Aims to improve social capital because the underlying concepts and ideas will develop a broad range of metacognitive skills.
- Ensures that children can use technology safely and responsibly.

Computing Implementation

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Programming	Multimedia	Digital literacy	Programming	Multimedia	Digital literacy

Teachers will use the Programme of Study to inform their lessons and ensure clear attainable outcomes are evident in each session.

Although we recognise the incredible opportunities the online world offers, we also understand the potential online dangers associated with technology and accessing the internet and for this reason, Online Safety is a key component of our provision. We aim to provide our children with the tools to use technology in a safe and responsible manner whilst still exploring the opportunities it offers. Online Safety is taught as an introductory activity for all Computing lessons so that it is a regular part of our provision. This ensures that the profile of Online Safety is continually high throughout the school and remains a key learning opportunity at all times.

Knowledge and skills-based implementation:

Computing is taught weekly across the school in our ICT suite. The program of study at Larkhill breaks up the curriculum into three main strands: **Programming, Multimedia and Digital Literacy**. Every lesson also starts with a dedicated online safety slot that explicitly teaches the knowledge and skills needed for children to keep themselves safe online. All year groups follow the same sequence of units throughout the year.

Progression led implementation:

These strands are planned and taught progressively so that each year builds upon prior learning. **Following Covid- teachers refer back to the previous PoS and adapt their planning to ensure that prerequisite skills are taught before moving onto the new content.** Each module of learning must progress from the previous teaching and includes a range of opportunities for the children to practise, evaluate and apply the skills they have been taught.

Language and Vocabulary rich implementation:

The PoS features key vocabulary to be taught throughout the computing modules. This is evidenced in teaching slides, on displays within the ICT suite and in floor books. Teachers plan lessons which ensure that pupils are able to use the correct terminology to explain their learning.

Experience rich implementation:

Our PoS is planned to ensure that children are having hands on experience of the area of ICT that they are learning about. Where possible links are made to the real-life application of these skills. Teachers plan cross curricular opportunities where possible to apply and practise ICT skills already taught.

Assessment:

- Teachers will assess children throughout a module of learning to ensure high levels of progress are made. Both summative and formative assessment will be used to ensure lessons are scaffolded effectively and learning is deep and meaningful.
- At the end of each module, teachers will assess children's learning through our assessment monitoring sheet.
- At the end of the year, teachers will highlight coverage and record the attainment of each child
- Teachers will hold curriculum transition meetings where time will be allocated to discuss the last learning delivered by the previous teacher and the latest assessments gathered before the lockdown. Using this, teachers will plan initial assessment sessions at the start of terms one, two and three with the aim to fully understand the starting points of each child and the class as a whole and planning the sequence of lessons for each term. This will ensure missing knowledge is covered and knowledge gained during school closures can be shared.
- At the end of each module teachers will collate a selection of learning that demonstrates a range of outcomes to be displayed on the working wall in the computing suite.