

Abbey Academies Trust



Every Child Matters

Computing Curriculum Statement

Amended

November 2018		
March 2019		
November 2019		



Every Child Matters within a loving and caring Christian environment

As a RRS (Rights Respecting School - UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

Why we believe computing is important

We believe a computing education equips pupils to use computational thinking and creativity to understand and change the world. We equip pupils to use information technology to create programs, systems and a range of content safely. Computing also ensures that pupils 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, productive and creative participants in a digital world. We aim to encourage them to use technology safely and prepare them to be safe and effective digital citizens.

Intent: We aim for our pupils to be:

- Digitally literate pupils who are confident users of technology in the real world and in their later life
- Able to undertake a relevant, challenging and engaging computing curriculum
- Meet the requirements of the national curriculum programmes of study
- Able to use computing as a tool to develop and enhance other curriculum areas
- Able to adapt and respond to technological developments in society
- Able to use technology safely and responsibly
- Able to be logical, resilient and solve real-world problems

Implementation: How do we do this?

The current national curriculum documents says:

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 provide a bespoke curriculum to ensure all pupils work towards the aims set out in this document and the requirements of the National Curriculum.
- Learning is delivered by class teachers and supported through the use of iPads in all year groups.
- Learning is embedded in many areas of the curriculum with both cross-curricular and discrete lessons being taught
- By teaching children to predict the behaviour of, **write, test and debug** algorithms at a pupil appropriate level (See curriculum document)
- By ensuring all staff have regular and relevant CPD to allow them to be able to deliver our curriculum effectively
- By using information technology to enhance all areas of the curriculum whilst ensuring this is purposeful
- By providing an e-safety programme of study which is embedded into the computing and PSHE curriculum.
- By taking Pupils' concerns seriously and ensuring these are passed onto a member of the safeguarding team if appropriate. Workshops for children provided with experts (e.g. Dan Hawbrook)
- By keeping staff up-to-date with the latest national and local issues regarding e-safety and safeguarding
- By communicating regularly with parents through a range of forms such as parent mail, newsletters, social media and information meetings
- By assessing progress at the end of each assessment point against the areas set out in the national curriculum resulting in the development of sustainable knowledge and skills. This information is evaluated and used to develop teaching and learning

Impact

- Pupils are making the best possible outcomes and progress
- Children become digitally literate

- Pupil questionnaires show overwhelmingly positive responses
- Pupils demonstrate resilience and develop problem solving skills, using logical approaches
- All stakeholders know how to react to issues relating to online safety
- Children can transfer skills to other areas of the curriculum
- Staff feel confident in delivering the computing curriculum
- Computing is embedded in other areas of learning across the curriculum

This is monitored through:

- Book/Seesaw/planning monitoring
- Drop-ins lead by the computing team
- Pupil interviews
- Summative assessments
- Analysis of data
- Discussion with Year Leaders/SLT
- Regular reviews of computing curriculum alongside computing consultant

Other relevant documents:

- Curriculum documents
- Teaching, Learning and Curriculum Policy
- Rising Stars Computing Scheme
- E-Cadets scheme
- PSHE Curriculum
- E-safety policy