**Computing**

**Curriculum Statement**

for **Northern Parade Infant & Junior Schools**

Setting out the curriculum that we have selected as most appropriate for our pupils, that will support them to achieve our vision and aims, as our mottos state ‘*Eager to learn ~ Live to learn*’.

**Intent**

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality Computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will provide children with 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.

By the time they leave Northern Parade School, 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 (evaluating digital content) and using technology safely and respectfully. The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

**Implementation**

At Northern Parade Schools, Computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their Computing topics. Teachers use the ‘Purple Mash’ scheme, as a starting point for the planning of their computing lessons. Teachers are encouraged to link these blocks to topics as best as they can, but also use computing across the curriculum in other subjects. We have 30 iPads per year group and use the UTC Lego Suite to ensure that all year groups have the opportunity to use a range of devices and apps for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, making sure that learning is being built upon. For example, children in Key Stage 1 learn what algorithms are, which leads them to the design stage of programming in Key Stage 2, where they design, write and debug programs, explaining the thinking behind their algorithms.

**Impact**

Our approach to the curriculum results in a fun, engaging and high-quality Computing education. We aim to showcase the quality of children’s learning through work being completed in Purple Mash, where it is saved to each personal login. We are also going to aim to develop the use of Seesaw, a digital platform where pupils can share and evaluate their own work, as well as that of their peers. We see this as an important development within the school as now all of the work that children produce for Computing is mainly completed on iPads. Evidence such as this is used to feed into teachers’ future planning and teachers are able to revisit misconceptions and knowledge gaps in computing when teaching other curriculum areas. This supports varied paces of learning and ensures all pupils make good, sound progress.

Review

When:

By whom:

Agreed:

**TEAMWORK RESILIENT INDEPENDENT CHALLENGE CREATIVE**

 **TRIO RUBY ISAAC CHARLIE CHRISTOPH**