

Intent

'A high quality computing education equips pupils to use computational thinking and creativity to understand and change the world.' Computing programme of study, DfE, 2013

Our computing curriculum has been designed with the above aims in mind. It recognises the importance of developing pupils' 'computational thinking' (the ability to think about solving problems using a computer). Throughout our computing curriculum, there are many opportunities for creative, collaborative work in which pupils can acquire the information and technology skills they will need in computing and in many other subjects including music and art. Also, our curriculum helps pupils to understand the implications of technology for individuals and society as they become digitally literate and learn how to be **safe and happy online**.

Implementation

When teaching the units that make up our curriculum, we consider the needs of all pupils, including pupils with SEND and pupils who are learning English as an additional language. We deliberately make use of the latest free software, so that all pupils – including those who are disadvantaged - can further their skills, knowledge and understanding beyond the classroom by accessing the same free software in other settings.

Through the teaching of our computing curriculum, we aspire to achieve 'challenge for all'; as pupils progress through each carefully sequenced unit of work, they build their skills and the work they do becomes more complex. This demands resilience. Central to our approach in computing is to teach pupils to avoid 'learnt helplessness'. Finding and fixing errors is a key part of our computing curriculum. These problem solving skills are essential to the success of the STEM (science, technology, engineering and mathematics) projects which take place across KS2.

Impact

Each unit of work within our computing curriculum is made up of a carefully sequenced set of lessons that allow pupils to demonstrate their learning. In turn, this enables teachers to assess how well a unit is going, and to make adjustments when necessary. Over the course of a unit, pupils produce an assessable outcome. These outcomes allow us to reflect on the effectiveness of our curriculum and our teaching practice, and make positive changes. Pupils experience great joy through their successes in this challenging subject – a joy that we hope will motivate them to become the problem solvers of tomorrow