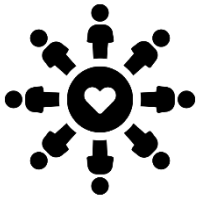
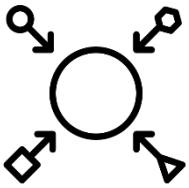
Curriculum Statement for Computing at Alder Grove CofE Primary School

Alder Grove
Church of England Primary School

		
Community Centred	Proactive Citizenship	Inclusive Education

Intent

Alder Grove CofE Primary School recognises that our pupils are living in a world where technology is rapidly advancing and will undoubtedly play a large part in their lives. Computing lessons are valued and provide the opportunity for pupils to participate in the widest variety of experiences to support their current education and to provide deep roots for future education and career choices. To enable pupils to become confident, resilient and independent learners. No matter the background of our pupils, our Computing Curriculum offer enables all pupils to access and use high quality resources that not all families will have access to at home, so therefore not allowing social or economic gaps to be a barrier to learning. We aim for pupils to be aware of how to make informed and safe choices in the online world and to utilise technology effectively in their everyday lives. Our vision is for pupils at the end of Key Stage 2 to have experienced a curriculum that will enable them to keep safe in a digital world and equip them for opportunities in modern society.

There is a 'spiral' approach to sequencing the units, with themes recurring year by year. This provides ample opportunity for pupils to:

- consolidate technical skills.
- achieve fluency with a range of key applications.
- develop their knowledge and understanding of the principles that underpin digital technologies and the changing consequences of these for individuals and society.

Each year includes units covering the foundations, applications and implications of computing, ensuring that pupils progress in computer science, information technology and digital literacy strands of the computing curriculum. It also encourages creativity, collaboration and thinking skills.

Implementation

Our Computing curriculum is structured around six units of work per year group, each of which has six sessions, or a half term's worth of work. It is implemented through weekly computing lessons.
In Key stage 1, pupils are taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;
- create and debug simple programs;
- use logical reasoning to predict the behaviour of simple programs;
- use technology purposefully to create, organise, store, manipulate and retrieve digital content;
- recognise common uses of information technology beyond school;

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Key stage 2, pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration;
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Intended Impact

At Alder Grove, our Computer curriculum includes a variety of approaches to evaluate the impact of computing lessons. The digital artefacts pupils make provide excellent evidence of their developing skills. In most units, there is an opportunity for pupils to share their work with their peers, and to get feedback on what went well, or what might have been even better. We encourage pupils to be constructively critical in their feedback and use these sessions as an opportunity to assess the product of pupils' learning using the unit learning outcomes as a guide.

Assessment

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Every term, teachers update each pupil's Computing progress on the school's assessment package, Target Tracker. Assessment will include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning Computing will be reported to parents/carers in a written annual report.