Raeburn Primary School

Computing Curriculum Statement

"A high-quality computing education equips pupils to understand and change the world through computational thinking. It develops and requires logical thinking and precision. It combines creativity with rigour: pupils apply underlying principles to understand real-world systems, and to create purposeful and usable artefacts."

Computing Curriculum, Programmes of Study, 2019

Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of study for computing, they will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.

The programme of study is expressed in a precise but perhaps unfamiliar language. This guide has been written especially for primary teachers, to demystify the programme of study for primary schools. It will enable teachers to get to grips with the new requirements quickly and to build on current practice. It includes help for schools with planning and gives guidance on how best to develop teachers' skills.

The new national curriculum for computing provides schools with an exciting opportunity to reinvigorate teaching and learning in this important area of the curriculum.

What 'Computing' looks like at Raeburn:

Achievement in Computing:

- pupils make highly effective use of a wide range of age-appropriate hardware and software

- pupils show positive attitudes towards the subject and working constructively with others

- pupils show high levels of originality, imagination, creativity and innovation in their understanding and application of skills in computing

- pupils demonstrate an excellent understanding of important concepts in all three strands of the computing curriculum and can solve challenging problems

Teaching in Computing:

- it is informed by excellent subject knowledge and understanding of developments in computing pedagogy

-teachers have a high level of specialist knowledge and facilitate active learning in computing, which ensures pupils' achievement

- it is rooted in the development of pupils' understanding of important concepts; it enables pupils to make connections between individual topics and to see the 'big picture'

- lessons address pupils' misconceptions very effectively; teachers' responses to pupils' questions are accurate and highly effective in stimulating further thought

- teachers communicate high expectations, enthusiasm and passion about computing to pupils; they challenge and inspire pupils to produce the best work they can

- teachers use a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning

The Computing Curriculum:

- an imaginative and stimulating curriculum is designed to ensure learning for all pupils

- the curriculum is broad and balanced with all three computing strands covered well

- the contexts in which computing is taught are relevant to pupils' lives

- links with other subjects in the school are productive in strengthening pupils' learning in computing

- pupils are expected to use their computing knowledge, skills and understanding in realistic and challenging situations

- pupils' have comprehensive knowledge and understanding of how to stay safe when using new technologies

- rigorous curriculum planning ensures the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

- Progression of skills in computing follows the statements set out in the National Curriculum for key stages 1 and 2

Assessment and Monitoring:

Teachers assess children against clear learning objectives and success criteria. Children are encouraged to self-assess at the end of each topic.

The subject leader is responsible for setting an action plan, linked to the development of the subject. The subject leader also partakes in work scrutiny's, planning scrutiny's and pupil observations and interviews, to monitor progress and teaching and learning across the key stages. The outcomes of these are collated in the subject leadership folder and fed back to staff at an appropriate time. Teaching and learning will be monitored at a time indicated in the School Development Plan**.** The Computing leader is also responsible for supporting colleagues in the teaching and learning of ICT, for keeping colleagues informed about current developments and for providing a strategic lead and direction for the subject in school.