



INTENT

In line with the 2014 National Curriculum for Computing and beyond, our aim is to provide a high-quality computing education which equips children to use computational thinking, e-safety and creativity to understand and change the world. The curriculum will teach children 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 Camblesforth Primary Academy, 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 (using computer systems to store, retrieve and send information) and digital literacy (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 Camblesforth Primary Academy, 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 'Barefoot' computing scheme of work, which is often richly linked to engaging contexts in other subjects and topics. We have chromebooks in every classroom within Key Stage 1 and Key Stage 2 and a set of ipads in EYFS to ensure that all year groups have the opportunity to use a range of devices and programs 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, thus ensuring that learning is built upon. For example, children in Key Stage 1 learn what algorithms are using unplugged lessons 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 safe, fun, engaging, and high-quality computing education. The quality of children's learning will be evident on google classroom and Seesaw, a digital platform where pupils can share and evaluate their own work, as well as that of their peers. Evidence such as this is used to feed into teachers' future planning, and as a topic-based approach continues to be developed, teachers are able to revisit misconceptions and knowledge gaps in computing when teaching other curriculum areas. Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.