The Intent of our Computing Curriculum

At Ribchester St. Wilfrid's C of E we intend to deliver an engaging Computing curriculum which will inspire the children to explore their own creative development.

Our curriculum demonstrates a progression of knowledge, skills and a secure understanding of online safety which supports pupils in developing computational skills confidently.

As a school we want children to enjoy and love learning about Computing by gaining knowledge and skills, not just through experiences through up-to-date resources and technology.

Our units of learning are developed with the national curriculum objectives for Computing; however, they have been planned around the needs of our children, experiences and resources. The curriculum expects pupils to learn how to locate, retrieve and exchange information using technology. In delivering the curriculum, teachers plan for and make use of this, for example, web-based resources. Access to life-long learning and employment increasingly requires computer and communications use and pupils are taught to develop these skills efficiently. Access to the internet is a necessary tool for staff and pupils. It is an entitlement for pupils who show a responsible and mature approach towards its use.

There are four aspects of our computing curriculum: digital literacy, information technology and computer science. For online safety, the unit overviews for each unit show the links between the content of the lessons and the national curriculum and Education for a Connected World framework.

The core of computing is computer science, in which pupils are taught the principles of Information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The Implementation of our Computing Curriculum

We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them Maths and Literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.

The teaching of Computing has so many engaging opportunities. We use the TeachComputing scheme created by the National Centre for Computing Education (funded by the DFE), as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topic. However, we will also adapt these units of learning to fit with the needs of our children and are topics.

We use ClassDojo as a communication tool where parents and teachers send messages, homework and activities via this platform and all posts are approved, marked and feedback given.

Our curriculum delivers a balanced coverage of digital literacy, information technology and computer science. For online safety, the unit overviews for each unit show the links between the content of the lessons and the national curriculum and Education for a Connected World framework.

The children will experience of all four aspects in each year group, the subject knowledge will become more specific and in depth, with more complex skills being taught as the children progress through school, ensuring that learning there learning is built on and their confidence is developed.

The children have the opportunity to use different aspects of technology in a cross-curricular way where appropriate, this approach motivates pupils and supports them to make connections and remember the steps they have been taught ensuring that there learning is continually built on in different ways. Children will be engaged and challenged by the curriculum which they are provided with to allow children to become resilient learners who overcome barriers and understand their own strengths and areas for development.

Online Safety is embedded in the Computing Curriculum throughout the school and all units covered using our long term plan. Other computing skills are also taught through a cross-curricular approach in topic lessons where appropriate.

The Impact of our Computing Curriculum

We hope to see our children confident when using technology, aware of how to treat devices and demonstrating how to stay safe and respectful in today's world. We want them to see how technology can benefit working life and free time without becoming something that is unnecessarily relied upon.

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. As children have become more confident in their abilities in Computing, they will be more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature. Children will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. They will understand the consequences of using the internet and that they are also aware of how to keep themselves safe online. The children will have a secure subject-specific knowledge developed from our computing lessons which provide children with the experiences which will benefit them in their future lives.

At the end of a unit of work teachers make a judgment using the school's assessment materials (Klips) which are linked to the National Curriculum levels of attainment. Children will be assessed on whether they are entering, developing or secure against these key objectives and skills so that they can be developed the next time they revisit the area of the subject. Teachers then use this to plan future work and to make an annual assessment of progress for each child, as part of the annual report to parents. This information is passed on to the next teachers.