Computing at St Gregory's

Intent

Purpose

At St Gregory's, the curriculum our children experience enables us to live out our Mission Slogan: ***Loving all, like Jesus, we flourish together***. We aim to enable ***all*** our children to ***flourish***, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10).

As an integral part of this curriculum, pupils at St Gregory's use creativity and imagination in the acquisition of skills and knowledge required by the computing curriculum, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on other disciplines such as music, science, engineering, DT and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present use of technology, they develop a critical understanding of its impact on daily life and the wider world.

In keeping with the rest of the curriculum at our school, the learning our children undertake in computing enables them to continuously develop the Seven Skills of the Steward – attributes and attitudes which we believe will be essential so as to enable our children to thrive in the world of the future and help make 'Thy Kingdom come':

Team-working † Problem-solving † Creativity † Peace-making
Empathy † Resilience † Gratitude

Aims

At St Gregory's, in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience a computing curriculum which is **meaningful, motivating and memorable**
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to participate fully in the technological world in which they live
- are increasingly able to participate fully in a digital world, understanding the positive aspects of the online world in which they live whilst being aware of the negative impact and how to deal with issues that may arise

Curriculum Design

We use Junior Jam to provide a comprehensive computing curriculum, which covers the whole computing curriculum from Year 1 to Year 6. Junior jam provides four core subjects – iAnimate, iCommunicate, iCreate and iTech - which are delivered across the school year.

Careful designing and mapping of the aims and objectives of the National Curriculum for Computing has ensured the curriculum is sequenced so as to enable current learning to be founded upon prior development of relevant knowledge, skills and understanding. It has also been created so as to maximise cross-curricular links with other subject areas in order to make our children's learning as meaningful as possible within exciting, relevant topics. The EYFS foundation stage framework helps to begin this process, laying strong, relevant foundations for the National Curriculum aims.

The curriculum for Computing is designed by Junior Jam to suit the specific needs and interests of children at the schools they support,developing knowledge, skills and understanding that fulfils but also embellish the National Curriculum requirements. Amongst other things, we provide real-life purpose for the children taking our children on enriching trips (eg Cyber Security Escape Day) to

broaden their life experience and savour the impact of Computing on our society as a whole; we stage a careers day bi annually when people from all different types of employment come and talk to our children about their world of work, providing excellent opportunities for our children to experience how Computing can influence the career they may choose.

Enrichment

There are increasing opportunities for children to experience extra-curricular activities in Computing at St Gregory's. Our successful Digital Leader scheme encourages children to take an active part in supporting both adults and children in the use of technology within the school e.g., Y4 and Y5 DLs support Y1 learning to log on to the suite computers.

Curriculum Coverage, Review and Assessment

The curriculum is reviewed annually internally, with developments based on monitoring conducted throughout the year, and where necessary communicated with Junior Jam. A whole-school curriculum map is in place which outlines relevant coverage of Computing, as well as individual maps for each year group. This has been meticulously planned out with clear progression within year groups, incorporating the EYFS expectations and National Curriculum programme of study.

There is an appropriate balance of content (e.g. creating media, computer science, Digital Literacy) and Online Safety is covered in every year group both as part of the Computing scheme of work as well as through other curriculum areas and through the Evolve project, delivered through the HRSE curriculum which maps resources to 'Education For a Connected World'. Assessment opportunities have also been outlined for relevant to specific year groups in order to monitor progress across the school and ensure the sequencing of learning is progressive.

Provision For All

In keeping with our intention to enable all our children to flourish, the curriculum for Computing provides challenge for all groups of children, such as SEND, more able, pupil premium, EAL. This is done through a wide variety of differentiated approaches ranging from in-class support and targeted questioning to use of specific tools and enrichment activities.

Implementation

Subject Knowledge and the Monitoring Cycle

At St Gregory's we endeavour to ensure that teacher and subject leader expertise is sufficient to successfully support the intentions of the Computing curriculum across the school. If in any rare instances this is not the case, then high-quality training (sharing best practice, visits to other leading schools, attending relevant courses) is put in place. The annual audit of Computing, as well as the on-going monitoring cycle, helps to identify any areas of development which may present themselves. These are then fed back into the School Improvement Plan with time allocated accordingly to rectify the situation. During this process, current resources are evaluated and updated so our children are provided with high-quality equipment which allows them to work practically and with increasing accuracy. Specific time is also allocated to computing during Governors meetings, SLT meetings and staff meetings in order to, amongst other things, present situation reports, monitor books and planning and provide CPD training accordingly. The subject leader monitors annually in a wide range of ways, including: book looks, planning looks, lesson observations and pupil voice.

Planning and Progression

All planning outlines the knowledge, skills and understanding expected for each objective covered, as well as when opportunities to practice the Seven Skills of the Steward will take place and how to make the learning memorable, meaningful and motivating. This is consistent across KS1 and KS2 with EYFS incorporating the same elements but in a slightly different format. Children in EYFS are given a wide variety of opportunities to develop their knowledge and skills in adult-led and continuous provision. There is coherent progression to planning using the subject content

outlined by the National Curriculum and expanded in more detail by the NCCE units. Vocabulary specific to computing is planned into units so as to be taught and used by children independently and with understanding.

Incorporating Stakeholders

Pupil voice is used to tailor the learning accordingly and formative assessment is used throughout the topic to inform immediate next steps as well as future learning. Parents are informed of their child's attainment in Computing in end-of-year reports and are also encouraged to be involved in their child's learning, for example, during topic homework activities and end-of-topic showcases.

Impact

The curriculum in Computing has been created to ensure that children become 'masters' of technology and not slaves to it, ensuring it is meaningful and therefore motivating and ultimately memorable. To this end, we aim to enable our children to develop a love for their learning in Computing and the practical ways it can enhance the world around us and their experience of it. Finding the right balance with technology is key to an effective education and a healthy lifestyle. The way we implement computing helps children to recognise this balance.

The work the children produce provides evidence of creative, technical and practical expertise to perform everyday tasks confidently and to participate successfully in an increasingly technological world. It also shows a growing repertoire of knowledge, understanding and skills in order for children to value and enjoy the curriculum we deliver.

In age-appropriate ways, children select from a range of devices and applications. They use a range of strategies to record and communicate their learning and verbal feedback is given so as to have a positive impact on children's outcomes, focused on this particular area of the curriculum. Finished work is displayed appropriately for a range of stakeholders and for a range of events, e.g. end-of-topic exhibitions or parent-show cases.

Outcomes are assessed in relation to the National Curriculum descriptors during and at the end of units, with summative levels being given at the end of each term. The subject leader analyses this data (and other forms of data such as observations, videos and planning) and feeds back successes and areas for development into the normal school improvement cycle, including feeding back to governors. Children's work is moderated internally.

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