



Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<p style="text-align: center;">Intent What will take place before teaching in the classroom? What are we trying to achieve?</p>	<p style="text-align: center;">Implementation What will this look like in the classroom? How do we deliver our curriculum?</p>	<p style="text-align: center;">Impact How will this be measured? What difference is our curriculum making?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Ensure that our school values are at the heart of the curriculum design • Ensure that I have appropriate time to develop, monitor and support staff in my subject. • Provide enough funding to ensure that technology is UpToDate and is in good working order. • Ensure sufficient CPD time is allocated for the development of staff ICT skills. • Support opportunities for my own professional development • Ensure that the requirements of the National Curriculum for Computing are met. 	<p>The teacher sequence will:</p> <ul style="list-style-type: none"> • Specify subject specific key vocabulary to be used and its meaning. • Teacher modelling of key skills • Opportunities to develop and practise key skill • Practical/creative • Learning outside of the classroom • Collaborative and well resourced • Children are able to evaluate their learning and compare their learning with others • Cross curricular links • Differentiation • Ongoing opportunities to apply learned skills and knowledge across the curriculum. • 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of key skills as technology users at an age appropriate level • A secure understanding of key skills for all areas of the computing curriculum • A secure use of subject specific vocabulary allowing them the confidence to discuss their own work and identify their strengths and areas for development
<p>As a subject leader I will:</p> <ul style="list-style-type: none"> • Understand and demonstrate knowledge of the computing curriculum. • Have a clear understanding about the nature of computing as a subject and a learning medium. • Support staff in the delivery of computing skills. • Model good practice in the teaching of computing and the use of ICT. • Ensure an appropriate progression of computing skills, knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more. • Ensure children learn new skills year on year and build on these skills as they progress 	<p>The classroom will:</p> <ul style="list-style-type: none"> • Provide a safe and stimulating atmosphere where children want to learn more • Provide appropriate quality equipment that allows computing skills to be used in all for each areas of the curriculum • Have developed learning walls which highlight key skills, include actual pieces of work and carefully chosen vocabulary, which are regularly updated • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Have appropriate key words and stem sentences displayed to support children's 	<p>Displays and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of key computing skills. • Displays are a celebration of children's work that show developed and final pieces of work which showcase the skills learned. • Where applicable, displays are 3D and interactive • A clear learning journey which demonstrates progression of knowledge and skills that over time, all areas of the computing curriculum is covered. • Differentiated work for all children to be able to access the learning • Children are able to evaluate their learning and



<p>through school.</p> <ul style="list-style-type: none"> Keep up to date with current computing-teaching research and subject development through an appropriate subject body or professional group and disseminate information to colleagues as appropriate. Monitor year group planning and suggest how technology can be used to support outcomes in other curriculum areas. Monitor Computing, through observations, learning walks, discussion with staff and children, by checking the medium-term planning to ensure coverage and progression, and through analysis of learners' work Work with technicians to resolve problems and identify future technology requirements. Identify technology needs of staff and plan for appropriate training opportunities. Support subject leaders to develop the use of ICT resources and equipment in their curriculum area. Developing the Computing Policy, in consultation with teachers, the Head teacher and the Governing Body. Keep Acceptable Use Policies up to date. Advising and supporting teachers and support staff in relation to Computing and ICT, including contributing to in-service training. Plan and resource key computing events throughout the year e.g. Hour of Code, Safer Internet Day Purchasing and the organisation of Computing and ICT resources. Keeping up-to-date with developments in Computing teaching and learning, and disseminating information to colleagues as 	<p>spoken language.</p> <p>The children will be :</p> <ul style="list-style-type: none"> Engaged because they are challenged by the curriculum. Resilient learners who overcome barriers and understand their own strengths and areas for development. Able to critique their own work as technology users because they know how to be successful. Safe and happy to explore in computing lessons because they have opportunities to explore their own creative development. Develop computational skills and confidence over time because of careful planning, focussed delivery and time to practise skills. Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems. Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. 	<ul style="list-style-type: none"> compare their learning with others Cross curricular links A varied and engaging curriculum which develops a range of computational understanding and skills. Clear progression of skills in line with expectations set out in the progression grids. <p>As the subject leader I will:</p> <ul style="list-style-type: none"> Celebrate the successes of children through planned school displays Collate evidence over time which evidences that children know more and remember more Monitor that standards in my subject to ensure the outcomes are at the expected standards When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning Consider how well our children are prepared for the next stage of their education Ensure all children, including disadvantaged and SEN, have made progress Report to Governors about the above mentioned items
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Altmore & Lathom
Schools Federation

KS1
Computing Curriculum Intent/Policy

Subject Lead: Coral Hunt



<p>appropriate.</p> <ul style="list-style-type: none">• Annual survey of IT equipment and computing provision, use to inform next budget setting.• Consider how my subject supports PSHE and British values.		
<p>The class teacher will, with support from myself:</p>		
<ul style="list-style-type: none">• Plan and resource specific learning for the children in their class, thinking about the end point and needs of their children.• Ask for support for any particular subject knowledge and skills gaps prior to teaching the lesson.• Ensure that resources are appropriate, of high enough quality and are plentiful so that all children have the correct tools and material.• Walked through the lesson and tried out the software, app or skill prior to teaching the lesson.• Promote the use of technology in other areas of the curriculum.		