Computing Curriculum Overview

Computing is taught in Years 1-6 using the 'Twinkl' scheme.

Curriculum

Computing is expected to be taught weekly with access to the school laptops to be timetabled amongst staff by mutual agreement. In Key Stage 2, all children have access to Chromebooks.

The Curriculum uses a wide range of hardware and software to ensure that children experience a broad exposure to high quality and up-to-date technology and programming. Pupils in the Early Years are exposed to a range of computing stimuli and technological devices as a part of the Personal, Social and Emotional Development and Expressive Arts and Designs strands.

This planning structure has been built using the resources, hardware and planning documentation we subscribe to or have available currently. We have opted to use the Twinkl planning units for teaching as these give a good quality of coverage and progression through skills. Using the planning available for the correct year group will ensure a consistent learning journey throughout the school; however, teachers are welcome to use additional materials they feel will enrich teaching.

Recording

There should be evidence of the children's achievements for each unit. This could take various forms depending on the medium used for the unit. If children are working on laptops, their work should be saved in their individual folders on the server. If children are working with programmable toys, photos should be taken for evidence using staff iPads.

Monitoring and Assessment

Teachers will be expected to use the National Curriculum to assess children's progress at the end of a computing topic. As each topic is only likely to be covered once, teachers will have to check previous years NC objectives to support children where they have not met the previous year's objectives.

Teachers should NOT move on to the following years objectives for more able children. Instead, we would expect teachers to 'challenge' pupils to apply their skills in a range of contexts and to combine skills they have learned. For example, a challenging project in Year 6 may involve a group of children using software to collaborate on research which they use to make a presentation in movie form with audio commentary. Combining a variety of skills will show that pupils have an increasing understanding of how to apply what they have learned outside of the school context. Children can also enhance skills they have by supporting other children as 'digital leaders' for that skill.

Attainment will be measured and verified through triangulations of planning, evidence and assessment.