



Our Computing Curriculum at Deeping St. James



Intent Statement

Our ambition at DSJ is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand; challenge the world, and equip them for the next stage in their education.

At DSJ we believe that Computing is an essential part of the curriculum; a subject that not only stands alone but is woven, and should be an integral part of all learning. 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 DSJ, 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. Our 4 key learning behaviours are the Golden thread that runs throughout our curriculum

Implementation

At DSJ the staff use a progressive scheme of work for computing, which has been designed alongside a Computing Specialist. The scheme specifically highlights objectives to be met in each year group and links specific programmes that can be used to fulfil these objectives. The approach to achieving many objectives, start with unplugged and practical activities to give the children a greater depth of understanding before moving onto digital devices such as i-pads and computers.

Throughout the curriculum, children will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

For many of the objectives, a variety of digital programmes have been suggested within the scheme, so that the children can practise, develop, use and apply their skills more widely to gain greater understanding.

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.

The school is lucky to have a fully equipped computer suite and a set of i-pads for class use. Purple Mash supports the implementation of the computing curriculum.

Impact

The way that the computing curriculum has been designed at DSJ, the children leave with a very good understanding of the 3 main strands of computing and go on to KS3 with enthusiasm and interest in the subject.

The impact of the curriculum in each year group is measured against the objectives that have been taught. This gives a good indication of the percentage of children that are working towards, at the expected standard and those working beyond the standard. This data is then passed onto the next year group's teacher to inform planning.

In addition, and possibly more importantly, the curriculum lead will hold pupil voice interviews, asking pertinent questions to ascertain the children's knowledge and whether the original ambition of the Computing Curriculum is being met.