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| **Intent (curriculum design, coverage and appropriateness)** | **Implementation (curriculum delivery, teaching and assessment)** | **Impact (attainment and progress)** |
| * To instil an enthusiasm and appreciation of Computing via engaging and well-planned lessons, allowing children to use their skills to create and develop new ideas.
* To deliver Teach Computing programme, in conjunction with the National Curriculum, which provides progression and a breadth of knowledge across all year groups.
* To ensure that teaching staff continue to access the opportunities to attend subject relevant CPD in order to deliver sessions with confidence and to help identify areas in which they can use computational skills within a cross-curricular approach (as part of their termly topics).
* To identify real world examples and creative challenges in which pupils can explore and extend their understanding of the fundamental principles and concepts of Computing.
* To support children to develop and achieve as competent Computational Thinkers by integrating these core concepts and approaches across our whole school ethos.
* To ensure that pupils develop a respectful and responsible attitude towards using information and communication technology, especially with regards to their own and other’s safety.
* To provide a safe space in which pupils can navigate and interact with the digital world, whilst exploring their own personal expression and identity.
 | * Teachers demonstrate a high level of enthusiasm for the subject content and their expectations of the pupils are driven by the subject progression grids. These have been written with the three core areas of Computing in mind:

 * **Computer Science** – the understanding of coding and programming across a range of physical devices and digital resources.
* **Information Technology**– the range of skills required to operate and manipulate specific programs, systems, and content.
* **Digital Literacy**– the knowledge required to use technology safely and to evaluate and react to any potential risks of the online/digital world.
* Use a variety of resources to support Teach Computing – Scratch, Beebots etc and participate in Internet Safety Week.
* Cross-curricular opportunities are identified in order to ascertain links between termly topics and to ensure that Computing is not just seen as a standalone area.
* Staff are encouraged to share any gaps in their knowledge and skill sets to inform appropriate and individualised training/CPD.
* Specific vocabulary for each year group is outlined and this is regularly modelled by teachers within their lessons.
* Our monitoring system, including planning scrutiny, book looks, subject coverage checks, lesson observations and pupil conferencing will enable the curriculum leaders to check coverage and progression.
* The subject leaders work closely alongside teachers to ensure that knowledge, understanding and skills within computing lessons are progressive through the school.
 | Children will:* Be enthusiastic and confident in their approach towards Computing.
* Present as competent and adaptable ‘Computational Thinkers’ who are able to use identified concepts and approaches in all of their learning.
* Be able to identify the source of problems and work with perseverance to ‘debug’ them.
* Create and evaluate their own project work.
* Have a secure understanding of the positive applications and specific risks associated with a broad range of digital technology.
* Transition to secondary school with a keen interest in the continued learning of this subject.
* Be assessed termly against taught objectives, identified knowledge and skills progressions. Any areas of development will have been identified.
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**Computing**