Wider Curriculum at All Souls' CEP

Computing

There are three main strands to the Computing curriculum: information technology, digital literacy and computer science. Our aim at All Souls' is to ensure that learning in all three of these areas is enjoyed across the whole school.

We will provide all of our children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing. As computing technology underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. Our pupils will see the digital world as part of their world, extending beyond school.

We will teach our pupils how to stay safe online. Each pupil will be able to access the Internet and use the World Wide Web in a safe and respectful way. They will understand the necessary precautions to take to stay safe and know where to seek help. We aim to ensure that no pupil feels threatened or unsafe whilst online.

Our pupils will use digital and technological vocabulary accurately, alongside a progression in their technical skills. They will be confident using a range of hardware and software and be given opportunities to problem solve.

By the time our pupils leave All Souls', they will be confident and respectful digital citizens going on to lead happy and healthy digital lives.

Key Principles

- Teacher and children view the Computing curriculum as sequential: pupils build knowledge of key concepts and the relationships between throughout their education.
- Passion and high expectations for computing modelled by teachers and adults.
- Clear explanations that offer a 'build on build' to the introduction of new content,
- Introduction and development of Computing specific vocabulary—developing a broad-ranging vocabulary to communicate ideas.
- Revisiting key concepts to ensure children develop an exceptionally secure understanding of concepts taught (mindful of working-memory capacity).
- Explicit teaching of the concepts and procedures needed.
- Ensuring practical work is purposeful and focused on a specific learning outcome, and forms part of a wider teaching sequence.
- Teacher's develop expertise in Computing through regular access to continuing professional development, and access to specialist teachers/subject leads/Academy Computing hubs.
- High quality assessment (formative assessment embedded within the sequence).

Impact Criteria

- Formative and summative assessment show progression in learning.
- Use of key (or developing in EYFS) vocabulary is apparent in written work.
- Long term plans show progression in subject knowledge year on year.
- Children show increasingly positive attitudes towards Computing.
- Lesson observations show high quality teaching within a sequence.
- Teachers show increased confidence in subject knowledge.