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| **Sacred Heart Catholic Primary School – Curriculum Intent for Computing**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| **Faith** | **Hope** | **Love** |
| Our curriculum:   * Engages and enthuses learners * Empowers pupils to confidently articulate their beliefs; * Sets high expectations for all pupils so that no child is left behind; * Encourages pupils to have resilience and faith in themselves. | Our curriculum:   * Allows pupils to be challenge themselves and each other; * Encourages pupils to work collaboratively to build on existing skills and knowledge and acquire ones also * Is continually developed through effective CPD and reflective dialogue and practice | Our curriculum:   * Promotes Gospel and British Values, loving and celebrating differences * Promotes self-motivation for a life-long love of learning; * Allows opportunities to serve others so pupils develop a sense of citizenship; * Develops physical and mental health |
| Sacred Heart’s Computing curriculum aims for pupils to:   * develop strong digital literacy – using ICT safely and responsibly and evaluating digital content * understand the fundamental principles of computer science, including logic, algorithms, programming, data representation, and communication * purposefully use technology software to search, create, store, analyse and present information allowing them to fully participate in modern culture * be equipped to use ICT to enhance their learning across the curriculum and beyond | | |
| **Sacred Heart Catholic Primary School – Curriculum Implementation for Computing**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| We follow the national curriculum statutory requirements as the basis for our long term and medium term planning. Each subject has a curriculum map which shows not only the knowledge and skills but how these are built upon each year.  Where possible, cross-curricular links are made to deepen the learning experience so that pupils ‘learn more, know more, remember more’ (Ofsted, 2019).  We have adapted and implemented the iCompute curriculum for computing. The curriculum is progressive with regards to skills taught, with pupils revisiting skills through different approaches as they progress through the school. The curriculum uses a range of approaches to meet National Curriculum aims. Activities are carried out in class through tangible resources, iPads or in the computing suite. This approach allows children to understand the theory of computing elements and recognise everyday applications of the skills they are learning. The curriculum has been adapted to incorporate needs recognised through the school. A ‘basic skills’ unit of work has been developed to help pupils learn basic computing skills that are not explicitly mentioned in the Curriculum so that they can access future objectives in lessons.  Due to the National Curriculum being targeted at each key stage as opposed to individual year groups, objectives are visited several times during each year. This means that there is a sequential nature to the progression of skills with children building upon what they learnt in previous years/topics.  Computing is taught weekly at Sacred Heart with classes having the opportunity to access the computer suite and use new technological investments such as iPads. These new investments have led to cross-curricular links becoming common place. Geography lesson often use Google Maps on the iPads, Comics have been created through apps and the new microphone investment has raised the standard of presenting work to the wider community across all subject areas.  Computing and PSHE work closely together at Sacred Heart with regards to E-safety. E-safety is taught once every half-term, with some year groups teaching whole topics on the subject. PSHE (along with other subjects) can act as a forum for children to air any concerns about incidents/concerns around online safety. We address these points in accordance to school policy and link it to the learning of the lesson where possible. Teachers are aware that E-safety is an issue that is constant and not bound to one lesson.  The main special curriculum day for computing is Safer Internet Day. This is a European wide event which we spread across the whole week with children having the opportunity to complete workshops in class, attend assemblies from the computing lead and carry out activities in class. Technology is also utilised across all other curriculum days, with activities often including computers/iPads along with whole school video collaborations celebrating the occasions. | | |
| **Sacred Heart Catholic Primary School – Curriculum Impact for Computing**  *We strive to nurture a love of learning through excellence in learning, pastoral care and faith formation.* | | |
| Impact of our curriculum is matures through qualitative and quantitative data.  Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact on pupil outcomes.  97% of pupils enjoy Computing.  Qualitative data in the form of pupil voice or from pupil, parent and staff surveys are also used to measure impact.  **Pupil voice:**  ‘The new computer activity is really fun’ – Reception Pupil  ‘I love going to the computer room, it is so exciting using the programmes on the equipment’ – Year 1 Pupil  ‘Using Google Classroom for homework is so much more exciting and I want to do it when I go home’ – Year 3 Pupil  ‘I really enjoy the lessons when we use iPads as we can create videos and posters which is what I want to do when I grow up’ – Year 6 Pupil  **Parent voice:**  ‘The children really enjoy doing their homework online as they find the tasks more engaging’ – Year 1 and 6 Parent  ‘Using Google Classroom is such a clear way for parents to be presented the work and also engaging for the children’ – Year 4 Parent  ‘It is great to hear that the children love learning with the new technology investments’ – Year 6 and 4 Parent  Each class maintains a portfolio of work from each lesson as well as older year groups saving their work on the school server. This is monitored by the computing lead as well as regular questioning of pupils across the school about the subject.  These regular monitoring cycles for leaders as all levels as well as external validation such as our MEP help to triangulate the impact and are used to measure impact and adapt and refine our provision through strategic planning. | | |