Greenvale Primary School
COMPUTING

Nurturing and inspiring life-long learners.

"Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines. Why is computational thinking so important? It allows us to solve problems, design systems, and understand the power and limits of human and machine intelligence." – Computing at School

Intent	Implementation	Impact
What will take place before teaching in the classroom?	**What will this look like in the classroom?**	**How will this be measured?**
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing creative development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality	**Our teaching sequence will be:** • Big picture: Look at and recap previous knowledge/skills that a relevant to the new learning. • Provide realistic and relevant information. • Specify key vocabulary and Communicate in Print to be used and its meaning. • Provide opportunities for the children to work interactively with the teacher acting as the facilitator. • Ongoing opportunities to apply learned skills and knowledge across the curriculum. • Apply their knowledge from their topic to the world around them locally and globally, making a positive contribution to their wider community and wider world. • What could/should the world be like in the future? • What can we do to influence change? • These connections can be made across other subject areas (history/PHSE/science).	**Pupil Voice will show:** • A developed understanding of the methods and skills of people at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing computing, their own work and identifying their own strengths and areas for development.

The curriculum leader will:	Our classrooms will:	Displays around school and books will show:
•Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as people and think critically. • Ensure an appropriate progression of computing skills and knowledge is in place over time so that pupils are supported to be the best people they can be, and challenge teachers to support struggling people and extend more competent ones, building resilience. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify people who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current computing-teaching research and subject development through an appropriate subject body or professional group	• Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality learning walls, including skills and carefully chosen vocabulary, which are regularly updated to support children within a nurturing environment. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills.	• Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of computational understanding and skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the computational curriculum.
The class teacher will, with support from the curriculum leader:	Our children will be:	The curriculum leader will:
• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.	• Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a scientist because they know how to be successful. • Safe and happy in computing lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Develop computational skills and confidence over time because of careful planning, focused delivery and time to practice and hone transferrable skills.	• Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.