Intent, Implementation and Impact for Computing

Intent	Implementation	Impact
Our computing curriculum aims to provide the children with the skills and knowledge to use technology safely and effectively in a digital world. We want to equip our children with the ability to use technology confidently and in a considered way at all times, whether that is for work or leisure. We understand the future opportunities that a high quality computing education can provide to our pupils, and our curriculum will give them a broad, deep understanding of computing and how it links to their lives. It offers a range of opportunities for consolidation, challenge and variety whilst also being engaging. This curriculum allows our children to apply the fundamental principles and concepts of computer science, the children will develop analytical problem-solving skills and learn to evaluate and apply information technology. It will also enable them to become responsible, competent, confident and creative users of information technology.	The taught units are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made even if different teachers are teaching the units within a theme in consecutive years. Through the sequence of lessons, we intend to inspire pupils to develop a love of the digital world, see its place in their future and give teachers' confidence in its delivery. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Children build progressive skills to support data presentation in a range of multimedia. At the end of every unit, children will have produced a final product based on their studies or will create a short video detailing what they have learnt enabling staff to feel confident in the progression of skills and knowledge and that outcomes have been met. An example of keywords has been included, showing the progression of specific language involved in children's learning so that teachers can also assess understanding and progress through vocabulary. Furthermore, as well as being discussed throughout the units, E-safety is delivered as a discrete topic for the first lesson of every half term ensuring it remains at the forefront of the children's digital education and allowing a wide variety of discussions to take place on the topic throughout the year.	Learning in computing will be enjoyed across the school. Teachers will have high expectations and quality evidence will be presented in a variety of electronic and physical forms. Children 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 will produce high-quality purposeful products as well as being able to verbally articulate their learning. Children will see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They will be confident and respectful digital citizens going on to lead happy and healthy digital lives.