



Intent *We aim to:*



Subject on a Page - Computing



Our broad curriculum encompasses, Computer Science, Information Technology and Digital Literacy prepares students to use technology, positively, responsibly and safely.	Give students the opportunity to explore new technologies and concepts with space to become independent learners.	Give students the opportunity to develop a critical approach to both systems and software through academic and vocational routes.	Equip students to identify, how best to keep themselves safe-online. To know the correct avenues to go down if online issues occur.	Give students in KS4 the opportunity to gain multiple qualifications at various levels, providing key ICT skills to help them in their pathways to future education and careers.
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Before the lesson	Teaching Input	Student Tasks	Throughout lesson
Pre-teaching and consolidation of vocabulary	Previous learning is consolidated	Clear, simple instructions	Concrete and visual resources are available
Vocabulary rich environment	Information is chunked	Strong scaffolding and adapted examples	Questioning techniques clarify understanding
Transitions are planned	Language and questioning is adapted for accessibility	AFL is used to identify gaps in learning	Further challenges extend learning
Expectations are clear	I do, we do, you do	Planned activities promote engagement	Achievements are recognised and praised

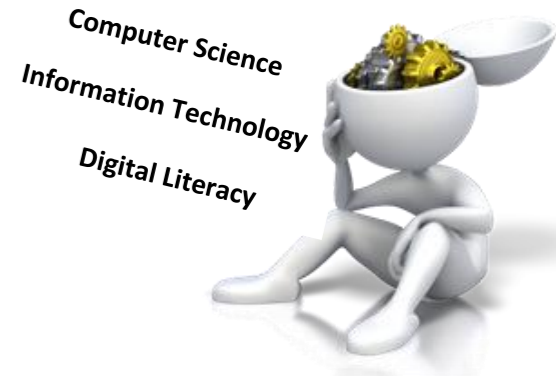


Implementation *How do we achieve our aims:*

Planning: KS1, 2 & 3 have one weekly Computing lesson that lasts 45minutes. KS4 have two 45-minute lessons a week. Units in KS1, 2 & 3 are carefully planned and alternate every term covering the 3 strands (Pillars of Progression) of computing: Computer Science, Information Technology and Digital Literacy with the aims of the curriculum reflecting this distinction. Through the academic year students will complete two units for each strand allowing progress in computing by knowing and remembering more about the 3 Pillars, and being able to apply this knowledge.	Assessment: Each lesson starts with a recall task, and ends with a check-it task to ensure key knowledge is embedded. Assessment for learning, strategies are used throughout the units of learning to demonstrate students' knowledge. At the end of a unit the students will complete either a formative or a summative assessment which will aid future planning alongside the skills tracker.
Recording: Each unit of work in KS1, KS2 & KS3, outlines key questions for learning, vocabulary and key information. Learning is recorded on electronic worksheets in addition to class discussions and practical activities. All work is collated in a students individual account which all staff have access to. At KS4, learning is recorded by an online diagnostic system which tracks students understanding and areas of improvement through each of the 3 units of work.	SEND: All lessons are designed with inclusivity in mind, taking into consideration the diverse needs of students. Thorough planning and resource allocation ensure that every child can readily access their learning, fostering engagement and providing appropriate challenges tailored to individual abilities.
Monitoring: Learning walks take place throughout each unit of learning, alongside conversations with students to obtain their understanding and key-skills they are developing. Work scrutiny is completed jointly to support the development of staff who are non-Computing specialists, and to monitor progress. To use the Computing Champion from the Trust to complete moderation activities.	Vocabulary: Within Computing subject specific vocabulary is explicitly taught at the start of the lessons, with recaps constantly happening throughout the lesson and in lesson plenaries. A wall display supports the development further and gives a central focus for the continued dialogue with students.
Qualifications: KS4 offers students in Year 10 and 11, the opportunity to achieve more than one qualification in ICT. Students ability is considered for what qualification best suits their understanding of the subject. The school offers a Level 1 qualification in Digital E-Safety, a Level 2 in ICDL	Professional Development: To utilise the expertise of the exam subject leads to stay at the forefront of the development of qualifications that suits the student's needs. Online training is undertaken regularly as the subject is fast paced and forever changing. Non-Specialist staff will be supported further by TEAM to develop a more secure approach to implement the Computing curriculum.

What are the Drivers for the curriculum?

- Narrow Gaps
- Develop Vocabulary
- Promote Reading
- Improve Attendance
- Improve Emotional Regulation
- Encourage Independence & Safety



Impact <i>How do we know if we achieve our aims:</i>		Students will have developed the technical skills that will enable them to use computers creatively.	Students to be able to use computational thinking skills to solve problems in a variety of contexts.	Students to be able to use computers confidently and safely in a variety of situations.	Students to have a secure knowledge of E-Safety which keeps them safe both online and offline.	Students to have the minimum of 1 qualification in ICT before leaving KS4 for future education.
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