

Intent	<p>At Gildredge House, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.</p>			
Underpinned by:	Digital Literacy	Computer Science	Information Technology	Vocabulary rich environment:
	<p>We intend for all pupils to develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks and email.</p>	<p>We intend for all pupils to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also to analyse problems to computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.</p>	<p>We intend for all pupils to learn to use and express themselves and develop their ideas through ICT for example writing and presenting as well as exploring art and design using multimedia.</p>	<p>We intend to create a progressive vocabulary rich environment, where talk for computing is a key learning tool for all pupils. Pre-teaching key vocabulary is a driver for pupil understanding and develops the confidence of pupils to explain digital thinking.</p>
Implementation	<ul style="list-style-type: none"> We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. <ul style="list-style-type: none"> In EYFS pupils are prepared for the National Curriculum by developing a solid conceptual understanding of the key concepts above that will be built on throughout their learning journey at Gildredge House. In KS1-KS3, we follow a bespoke tailored curriculum which is supported by the National Curriculum. We use the PurpleMash (EYFS), NCE (KS1) and Digital School House (KS2/3) as a guide to enable the Subject Leads to plan and the teachers with their deliverance and assessment. Units of learning are broken down into a series of small, connected steps with each building on the children's prior learning. Each lesson focuses on one small step or a series of small steps. The Computing policy is used within school to ensure a consistent approach to teaching the four main strands over time. Through monthly year group assemblies, held by the Computing Subject Leads, the children are encouraged to discuss and engage with online safety matters. This content is planned by ProjectEVOLVE. We continuously strive to better ourselves and frequently share ideas and things that have been particularly effective. We also take part in training opportunities and regional networking events to ensure all teachers have strong subject knowledge. Through our first quality teaching we will use a variety of measures and techniques to monitor progress of our students, we will use the benchmark the progress of our students against the national curriculum. We will report back our assessment data to parents/carers in line with the school reporting schedule. In KS2, progress for each student is tracked against the National Curriculum for Computing in each topic. This is recorded on a Digital Computing Passport on the Virtual Learning Environment (VLE) as beginner, intermediate and advanced and is shared with the students. At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses. All lessons begin with a short assessment to support retrieval practice and develop long-term memory. Children are taught through clear modelling via the teacher's computer and have the opportunity to develop their knowledge and understanding of the lesson concepts. 			

	<ul style="list-style-type: none"> • Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a greater depth activity. This should be challenging and ensure that children are using more than just one skill to be able to answer and contextualise and understand the wider use of technology • Reasoning and problem solving are integral to the activities children are given to develop their computational thinking. • Resources are readily available, via our school Virtual Learning Environment to assist demonstration of securing a conceptual understanding of the different skills appropriate for each year group. • Children are encouraged to explore, apply and evaluate their computational approach during investigations to develop a deeper understanding when solving different problems / puzzles. • A love and curiosity of computing is encouraged throughout school via links with others subjects, applying an ever growing range of skills with growing independence. • Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.
Impact	<p>The implementation of this curriculum ensures that progression occurs from Early Years right through to KS5 when children leave Gildredge House school and that they are competent and safe users of ICT with an understanding of how technology works. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing to different challenges going forward.</p> <ul style="list-style-type: none"> • Most children will make at least good progress from their last point of assessment or from their starting point prior to starting school. <p>This will be measured by the: Progress from a child's starting point. Attainment at each point of assessment.</p> <ul style="list-style-type: none"> • Proficient users of technology who are able to work both independently and collaboratively. • Computing hardware and software being utilised to enhance the learning outcomes of our children, across the curriculum. • Clear progression in technical skills. • The children will understand the consequences of using the internet and will be aware of how to keep themselves safe online. • Confident and supportive Digital Leaders who are able to assist children and staff in delivering high quality Computing sessions.

Learning is defined in the Ofsted handbook as 'An alteration in long-term memory.' In order to achieve this, the curriculum needs to be in an order so that new knowledge and skills build on what has been taught before, meaning pupils can connect new knowledge with existing knowledge and work towards clearly defined end points.