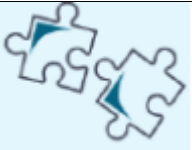

















Computing Curriculum

To use computational thinking and creativity to understand and change the world. To become digitally literate to be active participants in a digital world.

| INTENT | | IMPLEMENTATION | | IMPACT | |
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|  Alignment to National Curriculum | The St Anne's curriculum has been carefully designed in line with National Curriculum objectives, ensuring that all pupils are able to be supported and challenged to meet the objectives. |  Pedagogical Approaches | The teaching develops skills in an order which enables progression and can be built upon in future topics. Programming begins with actual devices which the children can programme before moving onto more abstract systems which represent real-life. Their understanding of computing systems and networks starts from everyday devices children use to larger scale systems which encompass the world. |  Approach to Assessment | The approach to assessment is less formal than in core subject disciplines. In Computing, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving our goals. |
|  | All pupils leave primary school equipped with an understanding of the computing and |  | All teachers have access to support from MGL tutorials before starting to teach a unit and they |  | There is no published data for Computing at primary school. The school tracks foundation subjects |

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| <p>Sequencing and end points</p> | <p>computer systems that paves the way for their future. Throughout their journey in computing, pupils will acquire a breadth of knowledge: e-safety, computing systems and networks, creating media, data and information, along with programming. Pupils will be given the opportunity to develop their ability to ask perceptive questions, think critically, analyse systems and create programmes.</p> | <p>Teacher's Expert Knowledge</p> | <p>also take responsibility for engaging with the reading list and, introductory videos to ensure that their subject knowledge is secure. The more complex Y5 and Y6 curriculum is delivered by MGL expert teachers.</p> | <p>Performance Data</p> | <p>very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents on parent's evening and in end of year reports.</p> |
| <p> Communication Aims</p> | | <p> Promoting Discussion and Understanding</p> | <p>In all lessons, discussion is integral in order to deepen thinking and promote understanding around the key concepts. The core knowledge, vocabulary and concepts are the entry point and our</p> | <p> Pupil's Work</p> | <p>Children's work is saved to their Google Drives. Photos, videos and observations may also be used to record the children's learning.</p> |

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| | | | aim is to connect this knowledge, for example, so that pupils understand how data is stored, organised and used to represent real-world scenarios. Different viewpoints and perspectives are actively encouraged. | | |
|  <p>Addressing Social Disadvantage</p> | <p>For us, the goal of Computing is for children to become digitally literate – able to use, and express themselves appropriately and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active, considerate participants in an ever changing digital world. Students are also provided with opportunities to work on certain programmes or skills at home and share</p> |  <p>Knowing More and Remembering More</p> | <p>The teaching actively promotes recall and retrieval strategies to commit knowledge to long term memory and this is part of a wider suite of metacognition tools and strategies used in all lessons.</p> |  <p>Monitoring and Evaluation</p> | <p>The Computing curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the Computing curriculum, to determine whether they know more and remember more, ask perceptive questions, think critically, analyse systems and create programmes.</p> |

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| | their learning with teachers and parents. | | | | |
|  <p>Local Context</p> | <p>In addition to the Computing topics within the programme, there are opportunities to engage with local businesses and workers to understand how they use what is being taught in their everyday lives.</p> |  <p>Teacher Assessment</p> | <p>Formative assessment - children's knowledge is assessed using the school's RCM assessment system from the work they produce which is saved to their Google accounts. Each unit ends with an assessment task.</p> |  <p>Actions</p> | <p>STEM Engineering Link</p> <ul style="list-style-type: none"> ☑ Establish links with local technology companies. ☑ Extra-curricular activities. |
|  <p>Enrichment</p> | <p>Year 5 and 6 are taught by Computing expert teacher. Real life computer programs are taught. We have whole class sets of Chromebooks and iPads available.</p> | | | | |