



“With God all things are possible.” Matthew 19:26



Curriculum Overview and Statement of Intent, Implementation and Impact Computing



Safeguarding

Safeguarding is at the centre of everything we do at St Matthew’s, we aim to ensure that everyone working in our school understands and adheres to their safeguarding responsibilities. We have a duty of care to all staff, pupils and their families. The safety and protection of all children is of paramount importance to all those involved in education. We are committed to inter-agency working to keep children safe. Together as a school community we provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual pupil, whilst paying due regard to the protected characteristics of every child.

Equality and Diversity

As a Church of England Aided Primary School, St. Matthew’s school is rooted in Christian values and TEAM spirit, we aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually. We are ‘Individuals working to potential with God’.

The school is committed to:

- promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices.
- ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- respecting and valuing differences between people.
- meeting the diverse needs of pupils.
- preparing pupils for life in a multi-ethnic society.
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

Intent	Implementation	Impact
<p><i>At St Matthew’s Primary school, our school vision is to encourage all children to flourish spiritually, morally, emotionally, physically and intellectually in all aspects of life demonstrating perseverance and resilience; this is emulated across all curriculum areas.</i></p>	<p>Our curriculum is designed to support children to progress their skills through a series of structured and logical sequence of lessons. These are robustly planned to consolidate and build upon prior learning and ensure a progressive approach.</p>	<p>A love of learning through computing is evident across the school. Teachers have high expectations and quality evidence that is presented and displayed in a variety of electronic forms on a range of computer programs. Children use digital and technological vocabulary accurately, alongside applying progressive</p>

<p>Within an ever changing and technological world, we understand and value the importance of teaching Computing from a young age and acknowledge that future generations will rely heavily on their computational confidence and digital skills to support their progress within their chosen career paths.</p> <p>Our computing curriculum is composed of a combination of high-quality resources and computing schemes including Teach Computing, Common Sense Education and Twinkl. These materials provide opportunities for our pupils to develop competence in the appropriate skills and knowledge required within the three core areas of Computing (Computer Science, Information Technology and Digital Literacy). Our progression of knowledge and skills further provides pupils with an understanding of how to use technology effectively and safely in a digital and transformational world.</p> <p>Our curriculum for computing ensures that all pupils:</p> <ul style="list-style-type: none"> • develop an enthusiasm and appreciation of Computing through engaging and well- sequenced lessons that promotes pupil autonomy when creating and developing new digital ideas. • know and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. • can analyse problems in computational terms, and have repetitive, practical experience of writing computer programs to solve such problems. • can evaluate and solve problems analytically including using innovative, new or unfamiliar technologies. 	<p>Our lessons consolidate prior knowledge as well as introducing new skills that offer opportunities to stretch and challenge. In KS2, lessons focus on algorithms, programming and coding teaching pupils how to debug and solve problems in a complex manner. Children also build progressive skills to support data presentation in a range of multimedia by applying their learning in a variety of contexts and for a range of different purposes. This is supported through a strong knowledge and appreciation of computer networks, internet services and the safe and purposeful use of technology. Thorough lesson planning and end of unit assessment enables staff to teach a progressive set of skills and knowledge with confidence that appropriate outcomes have been met. Specific terminology and vocabulary are mapped out showing the progression of specific language and key terms that support children’s learning and assess understanding.</p> <p>To achieve the outlined intentions, the Computing curriculum is continuously reviewed through monitoring and evaluation by the Subject Leader and Senior Leadership Team. Teachers demonstrate a high level of enthusiasm for the subject content and their expectations of the pupils are driven by specific subject knowledge and skills (progression grid). Specific vocabulary for each year group is outlined in the progression grid and this is regularly modelled by teachers within their lessons.</p> <p>Spaced repetition and chunking within the curriculum supports pupils to develop their recall of embedded knowledge and ensures that each year group works on core aspects of the three Computing strands:</p> <ul style="list-style-type: none"> • Computer Science – the understanding of coding and programming across a range of physical devices and digital resources. 	<p>approaches in their technical skills. They are confident using a range of hardware and software and produce high-quality purposeful products. Children see the digital world as part of their own world, extending beyond school, and understanding that they have important digital choices to make. They are confident and respectful digital citizens provided with the tools to lead happy and well-balanced lives.</p> <p>Within Computing, we encourage a creative and collaborative environment in which pupils can learn to express and challenge themselves. The success of the curriculum itself is assessed via the analysis of yearly progress data, conducting regular pupil voice meetings, lesson observations and skills audits. This informs future adaptations of the schemes of work and ensures that progression is evident throughout St Matthew’s.</p> <p>In order to demonstrate that we have accomplished our aims, pupils at St Matthew’s are:</p> <ul style="list-style-type: none"> • Passionate and confident in their approach towards Computing. • Exhibit as competent and adaptable ‘Computational Thinkers’ who can apply studied concepts and approaches in all aspects of their learning including academically and socially. • Be able to distinguish the source of problems and work with perseverance to decipher and ‘debug’ them. • Create and evaluate their own project work with logical thinking and reasoning. • Have a secure understanding of the positive applications and specific risks associated with a broad range of digital technology.
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<ul style="list-style-type: none"> • are responsible, competent, confident, and creative users of information and communication technology. <p>Computing is an integral part a of a child’s education and everyday life. Therefore, our curriculum intent supports our pupils to access and understand the core principles of this subject area through engaging platforms and discrete Computing lessons. At St Matthew’s it is also important to us that we provide further opportunities to embed their skills through cross-curricular approaches and activities.</p>	<ul style="list-style-type: none"> • Information Technology – the range of skills required to operate and manipulate specific programs, systems, and content. • Digital Literacy – the knowledge required to use technology safely and to evaluate and react to any potential risks of the online/digital world. <p>In our teaching of Computing, we expose pupils to a variety of software, programs, and equipment to offer a range of appropriate challenge and real-world experiences. Staff are provided with selected devices which they explore within their classrooms and receive regular feedback from liaison with the LA subject technicians to enhance productivity and performance. Regular computing review meetings are held to ensure that we are using the most relevant and up-to date technological systems.</p> <p>Computing sessions are adapted to meet the requirements of a specific cohort and lesson content is frequently reviewed by class teachers and the subject lead. Our schemes of work remain flexible, and children share their thoughts on their ‘computing learning journeys’ to help enable sessions to be adapted to their interests and needs.</p>	<ul style="list-style-type: none"> • Transition to secondary school with an enthusiastic interest in the continued learning of this subject.
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