COMPUTING CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

COMPUTING CURRICULUM INTENT

It is our intention that all children will experience a high-quality computing curriculum, so that they become children who:

Become active participants in a digital world	Are resilient learners who can use computational thinking to solve real world problems computer science	Use 'Office' applications to work with text, multi-media representations and data, and become digitally literate Information technology	learn with others; communicating effectively and evaluating online content, their own and others' work
Can use a range of technologies, including the internet and world wide web, safely and responsibly Digital literacy	Understand technology can make a positive difference to the world	Use technology with purpose and enjoyment by providing them with the necessary skills to become automatous users and utilise technology in other curriculum areas	

COMPUTING CURRICULUM IMPLEMENTATION

We design our Computing curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our Computing curriculum intent.

| Learning will be planned and delivered through: | Computing Vision Statements which outlines the Computing intent, implementation and impact and identify | Computing Overview which identifies when planned units of work | A Progression of Skills document for Computing, identifying key knowledge and skills | Medium Term Plans with well-sequenced learning journeys carefully matched | Rich, memorable learning experiences with engaging | Quality First Teaching (QFT) with appropriate |

	our chosen approaches and resources	should be taught across the school	in a carefully planned sequence	to clear learning objectives	hooks, carefully planned enrichment and purposeful outcomes	challenge and support
Learning will be organised through:	**Early Years Foundation Stage (EYFS)**					
	Personal, Social and Emotional Development		Physical Development		Arts and Expressive Design	
	National Curriculum (Years 1 to 6)					
	Computing Domains and sub strands					
	Computer Science				**Information Technology**		**Digital Literacy**	

	Problem solving	Programming	Logical Thinking	Wider Understanding	Creating Content	Searching	E- Safety	Using IT beyond School
School specific components reflect the context of our school:	**Switched ICT EYFS**				**Switched on Computing Year 1-6**		**Switched on on-line safety**	
	Selection of other quality resources, including:					**Google – Internet Legends**		

COMPUTING CURRICULUM IMPACT						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:						
EYFS outcomes	Governor monitoring evidence	Pupil Conferencing	Learning Walks	Book Looks and/or digital work sampling	External validation and inspection reports	Foundation Subject Assessment Sheets