Ringway Primary School
Curriculum Statement
Computing

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's leadership team will: • Lead the school staff to develop a clear curriculum intent which drives the on-going development and improvement of all curriculum subjects. • Ensure that all the curriculum leaders have appropriate tome to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is effective and of a high quality. • Ensure all devices in schools use Lightspeed MDM and are linked to SensoCloud to ensure appropriate monitoring of activity on the internet. • Ensure all children have their own personalised log in details.	Our teaching sequence will be: • Recap previous knowledge and skills that are relevant to any new learning • Provide information that is relevant and up to date. • Identify key vocabulary that is to be used and its meaning • Provide children with the opportunity to work interactively with the teacher acting as the facilitator. • Ongoing opportunities to apply learned skills and knowledge across the curriculum.	Pupil Voice will show: • A developed understanding of the methods and skills at an age appropriate level. • A secure understanding of key concepts • A clear progression of understanding: where appropriate vocabulary is used which supports and extends understanding. • Confidence in discussing computing – their understanding and being able to identify their own strengths and areas for development.
The curriculum leader will: • Have clear expectations of the curriculum to support staff in the delivery of the curriculum. • Ensure an appropriate progression of knowledge so that pupils are supported. • Ensure an appropriate progression of vocabulary is in place, which builds on prior learning. • Keep up to date with current computing teaching research and subject development.	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. •	Displays around school and books will show: • Pupils have had the opportunities for practice and refinement of skills • A varied and engaging curriculum which develops a range of computational understanding and skills • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids.

		• That pupils, over time, develop a range of skills and techniques across all areas of the computational curriculum
The class teacher will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid • Seek support for any particular subject knowledge and skills gaps prior to teaching • Ensure that resources are appropriate. • Ensure all children complete an Acceptable Use agreement at the start of each academic year as part of the E-Safety Unit of work.	Our children will be: • Engaged because they are challenged by the curriculum. • Resilient learning who overcome barrier and understand their own strengths and areas for development. • Able to critique their own work • Engaged in computing lessons which give them opportunities to explore their own creative development. • Develop computational skills and confidence using technology over time as a result of careful planning, focused delivery and time to practice skills.	The curriculum leader will: • Celebrate the successes of children through displays and work books. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure the impact of the curriculum is positive.