**At Dale Hall Community School, we are committed to providing our children with a curriculum that inspires.**

Curriculum statement for the teaching and learning of Computing 2021/2022

*“Computing is a key that can unlock the wider world for us all. At Dale Hall we encourage experimentation, risk, and innovation. We encourage our teachers to be less focussed on outcomes and more focussed on the creative journey. The role of the teacher is to introduce key skills, materials and ideas to the pupils in such a way that each pupil can then explore his or her own creativity. By creating a safe and nurturing environment, our pupils are encouraged to take creative risks and to learn from the journey, rather than head towards a pre-defined end result.”*

| Aim | At Dale Hall we believe that Computing should be used to enhance our already amazing curriculum. Pupils should be given the opportunity to apply their computing skills to a wide range of tasks- preparing them for the wider world and beyond.  |
| --- | --- |
| Intent | **High Expectations**  | **Modelling and Collaborative Work** | **Fluency**  | **Vocabulary** |
| **All** children should be able to access and enjoy Computing lessons and develop their skills as they move through the school. Children are encouraged to take risks and teachers develop high expectations through discussion and encouragement. | Teachers teach and model the skills needed to succeed in Computing providing examples of good practice and having high expectations. Collaborative work enables children to practise certain skills with a partner or group before moving on to their individual piece. | Children apply the skills taught in their Computing lessons throughout the curriculum. For example using Word Processing and PowerPoint skills to further their writing. To use videos and pictures to do self and peer evaluation.  | The correct vocabulary and terms are used to describe processes, techniques and specialist equipment throughout the school. Children will use the correct term confidently and confidently be able to browse online and on our drive.  |

| Implementation | **Enrichment** | **CPD** | **Planning** |
| --- | --- | --- | --- |
|  | We aim to plan at least one educational visit or invite an expert or group into the school once a year for every year group. An established link with BT has provided pupils with a vast amount of hands-on experience with computing software. We share artwork and projects via Dojo with parents and offer their sketchbooks to look through at parents evenings. We run a Code Club for all age groups once a term and aim to build up to Code Club competitions.  | Through a skills survey we identify the level of knowledge and support needed. CPD is then matched to each teacher’s individual needs. We offer a wide range of CPD offers through the learning partnership and working in partnership with the school directory. This enables Computing leaders and specialists to meet and share ideas as well as implement an exciting and collaborative curriculum. Teach Computing has a wide range of resources to hand. The prevalence of STEM jobs has increased substantially over recent years, and there are more and more opportunities to have experts come in and show children how computing works in the ‘real world’. We feel that by working with local companies we can provide children with a unique educational opportunity. However, we are also strong advocates of being affiliated with Computing At Schools (CAS) and taking advantage of the wide range of resources that they offer. CAS has established links to an array of companies, each of which have provided projects, schemes of work and activities that further pupils' knowledge of computing. Dale Hall have created some subject specific projects for pupils to access to aid the immersive learning environment.  | We are a member of Teach Computing, CAS and Micro:Bit and are beginning to utilize all of their planning and progressions documents. These are widely used across the school and offer video support, resources, ideas and guidance. The skills progression document provides links to projects that can be linked to other areas of the curriculum. All of the projects have the topic/theme of the year group in mind.  |
| Impact | **Assessment** | **Life Readiness**  | **Cultural diversity and equality** |
|  | Each year group has a carefully designed skills progression grid and exemplar planning ideas. Children will be challenged and encouraged to take risks and there will be an ongoing conversation to support progress. Progression in Computing is not linear, it is about layering ideas and experiences to support growth. We will promote skills to help the children become self-aware and to self-analyse. | The impact of the recent pandemic has resulted in schools having to catch up with key areas of learning. A detrimental effect of this is that several core and foundation subjects may not be given the time and focus that they would have been in previous years. As a result of this, we feel that computing curriculum points can be met within the teaching of other subjects. This can be made possible by developing our own projects based upon the medium term plans of specific year groups and through CPD sessions that introduce activities that can meet key curriculum points whilst having a broad range of application. Furthermore, developing ‘digital displays’ across the school can efficiently and effectively provide a snapshot to the learning at Dale Hall whilst at the same time promoting key computing skills. Moreover, I feel that increasing the opportunities that pupils have to produce work digitally can have a positive effect on their learning. Much focus has been placed upon pupils being ‘life ready’ and I feel that there is currently a disparity between the computing skills used within primary school compared to the skills pupils are expected to use beyond their time in primary school.  | Our art curriculum is accessible to all of our pupils and enables them to learn at their own level or ability. We will ensure a breadth of artists, traditions and cultures are studied and that the children feel represented by the art and artists they learn about. We will ensure the children are introduced to diverse art and artists and investigate the history behind traditional techniques and processes.  |