Our computing provision aims to allow children the opportunity to explore and use all areas of the digital world in a safe and kind way.

INTENT

Computing at Calton Primary School intends to develop 'thinkers of the future' through a modern and relevant education in computing. We want to equip children to use computational thinking and creativity that will enable them to become active participants in the digital world. It is important to us that children understand how to use ever-changing technology to express themselves and as tools for learning.

Whilst ensuring they understand the advantages and disadvantages associated with online Subject Links, we want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

Our computing curriculum will provide children with a deep knowledge alongside opportunities to apply skills in various contexts. In addition to teaching computing discreetly, we will give children the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

CONTENTS AND SEQUENCING

Lessons are planned using key objectives from the Computing National Curriculum programme of study and the NCCE – Teach Computing Scheme of Learning. Computing is split into five main areas with e-safety lessons an integral and necessary part of each year.

Key areas of computing:

- Computing Systems and Networks
- Creative Media
- Programming
- Data Handling
- E-Safety

LINKS WITH OTHER SUBJECTS

Most aspects of Computing are not expected to be stand-alone units of work.

Each year group is encouraged to access Computing, where possible, using a range of subjects, including Maths and English.

RETRIEVAL PRACTICE

Computing uses a repeating curriculum and retrieval practices to embed knowledge. Understanding how computers and networks work, programming, data handling and e-safety are aspects of Computing that are taught every year.

Low stakes quizzing and repeated practice give children the opportunity to constantly revisit knowledge previously taught.

PROGRESS

Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups leading to increased computing knowledge and use of skills.

Teachers use prior knowledge and curriculum mapping to ensure that skill progression is appropriate to existing knowledge and understanding, ensuring progression. Children learn new content whilst retaining prior learning.

SUPPORT

Everyone has access to the Computing National Curriculum.

Some children have further guidance from an adult in the classroom or may access the work with the support of another child.