CAWSTON GRANGE PRIMARY SCHOOL

COMPUTING

1. Curriculum Intent

Our curriculum is underpinned by the National Curriculum and Cornerstones Curriculum, which provide a rich and engaging framework designed to foster a lifelong love of learning. Our curriculum is tailored to meet the unique needs of each child in our local community. Recognising the backgrounds, strengths, and challenges specific to children from our area, we aim to inspire and motivate children through our learning values of Recalling Learning, Making Links, Staying Focused, Asking Questions, Persevering and Using Vocabulary and our Core Values of Excellence, Friendship and Respect.

Through our Curriculum, we aim to:

- Inspire curiosity by connecting learning to real-world experiences and local contexts that are meaningful to the children in our area.
- Cultivate critical thinking, creativity, and problem-solving skills through thematic and cross-curricular projects that adapt to different learning styles and reflect the diverse backgrounds of our community.
- Foster values such as empathy, respect, and perseverance, creating a safe and supportive space where every child feels valued.
- Build an inclusive classroom culture that celebrates diversity, embracing each child’s unique strengths, cultural backgrounds, and perspectives.
- By adapting the curriculum to reflect the realities and resources of our local community, we seek to engage children academically, socially, emotionally, and creatively.

Our goal is to equip all students with the knowledge, skills, and confidence to thrive as responsible, compassionate members of their communities, prepared to face the challenges and opportunities that lie ahead.

Our curriculum intent is underpinned by the National Curriculum and Cornerstones. Subject Leaders have worked hard to ensure learning is based in meaningful contexts, that build upon each other as children progress through school.

The most important element of our school is that pupils are challenged, supported, prepared and happy learners.

Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in History. The champion for History is Timeline Taylor and he is seen around school on displays and in curriculum assemblies.

2. Intent

Aims

- Provide a relevant, challenging and enjoyable curriculum for Computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use computing throughout their later life.
- To enhance learning in other areas of the curriculum using computing.
- To develop the understanding of how to use computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation to encourage to ask questions, explore their ideas and make discoveries for themselves.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

3. Implementation

3.1 Foundation Stage: Objectives for planning are taken from the 'Understanding the World - Technology' strand of Development matters and Early Learning Goals. Children begin to understand that they can interact with things around them. They experiment with cause and effect and begin to understand that computers are sources of information and that they can use computers and programs to explore their interests and express their ideas.

3.2 Key Stage 1 and 2 The school uses the National Curriculum for computing as the basis of its curriculum planning.

4. The contribution of computing to teaching in other curriculum areas.

4.1 English – Computing contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in English are of a computing science nature (instructions – algorithms). The children develop oral skills in computing lessons through discussions (for example digital citizenship) and through explaining their experiences with debugging. They develop their writing skills through multimedia presentations and projects and by recording data.

4.2 Mathematics – Computing contributes to the teaching of mathematics in a number of ways. The children use spreadsheets to collect and analyse data trends while using and applying number skills. They develop the skills of accurate observation and recording events. They use numbers in many of their answers and conclusions and use data handling as an integral part of the recording results. They learn how to sort and filter through the use of mathematical logic using Boolean algebra.

4.3 Personal, social and health education (PSHE) and citizenship (Life Learning) – Computing makes a significant contribution to the teaching of personal, social and health education. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of digital citizenship and social welfare. For example, children study the importance of creating and maintaining a positive online persona and how to ensure that they remain safe online. Secondly, children benefit from the nature of the subject in that it gives them opportunities to take part in debates and discussions.

4.4 Spiritual, moral, social and cultural development – Computing offers children opportunities to examine some of the social and moral questions in life. For example, the cause and effect of specific behaviours online and how they can influence these individually and collectively. Through the teaching of digital literacy, children have the opportunity to discuss, for example, the need to understand and respect the term 'copyright' as well as the risks posed by online communications. We give them the chance to reflect on the way people collaborate online and the need for age restrictions and rules.

4.5 British Values

The teaching of Computing at our school actively promotes British values by encouraging critical thinking, collaboration, creativity, and responsible online behaviour. Through the National Curriculum, pupils develop digital skills alongside important social values, learning to work both independently and collaboratively on projects and problem-solving tasks. Computing lessons foster responsibility, mutual respect, and an understanding of the importance of online safety, fairness, and respectful communication. Pupils are given opportunities to express their ideas, create digital content, and evaluate information, promoting individual liberty, democracy, and tolerance. By exploring digital citizenship and ethical use of technology, children develop a strong sense of responsibility towards themselves, others, and the wider online community.

5. Impact

Assessment/ Recording/ Reporting

5.1 We assess children's learning in Computing by making informal judgements as we observe and discuss concepts with them during lessons using assessment opportunities highlighted on the medium term planning.

5.2 Teachers make a summative assessment of the children's attainment in Computing at the end each term and record on the School's tracking system. We assess using our own adapted version of 'How to assess a knowledge-rich curriculum' written by Clive Davies. Children's annual school report indicates the attainment that children have made each year.

(See Assessment guidelines for Foundation Subjects)