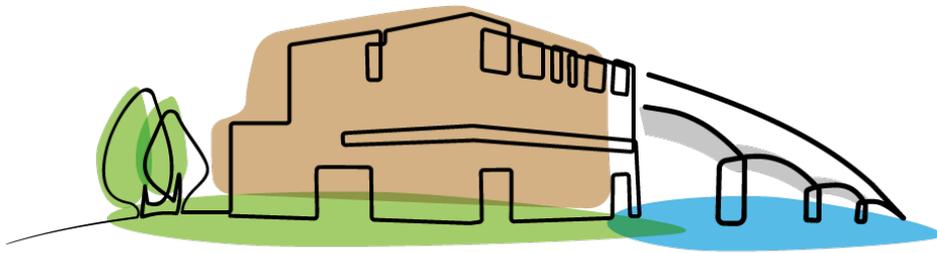
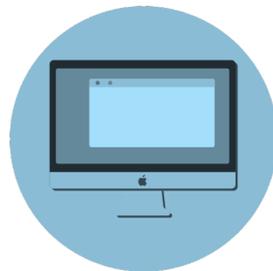


Valentine Primary School

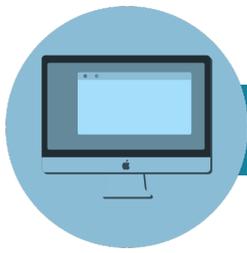


VALENTINE
PRIMARY SCHOOL

Computing Curriculum



In partnership with Lion Learning Pathways



COMPUTING CURRICULUM

Intent

At Valentine, we know that the jobs of the future have not yet been created. Advances in technology are continuously changing the world we live in. Our computing curriculum combines the acquisition of skills with the essential knowledge pupils need to act safely online and make informed decisions.

The computing curriculum aims to:

- **Incrementally develop the skill of coding and programming over the primary journey;**
- **Teach children how to be safe in the online world;**
- **Teach digital literacy - searching for information, decided on reliable and unreliable online sources;**
- **Improve IT capabilities across the curriculum - in writing, maths and art.**

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Lesson plans map the essential platforms and apps for children to work with.

The scope of the Primary Computing curriculum

We have developed the curriculum by compartmentalising study into three distinct areas:

Computer Science	Information Technology	Digital Literacy
<ul style="list-style-type: none">▪ Programming▪ Algorithms▪ Coding▪ Systems	<ul style="list-style-type: none">▪ Creating digital artefacts▪ Understanding digital footprints▪ Computing uses - locally and globally	<ul style="list-style-type: none">▪ Mechanics▪ Searching information▪ E-safety▪ Using IT to enhance our own productivity

Planning

Throughout our lesson plans and connected lesson visuals, pupils are presented with layered content that builds understanding over time. We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.

Computing planning differs from other curriculum subjects - it lends itself well to interpretative tasks to ensure pupils have a concrete understanding of concepts. For example: Year 3 pupils learning about passwords, role play being 'the internet', 'the email' and the transportation of the message.

“Everyone should learn how to program a computer. It teaches you how to think”

Steve Jobs

Experiential learning

Valentine serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding.

Component lessons, in a unit sequence, end with a composite task. These range from:

- Artefact creation - image, audio, video
- Coding and Programming - end of composite unit performance

Assessing pupil progress in Computing

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

The Lion Pathways provide a composite assessment task at the end of each component unit. This combines pupil self-assessment with teacher assessment indicating how well pupils have progressed in the component unit.