

COMPUTING

Subject Leader – Luke Anderson

INTENT

At Britannia Bridge, we aim to give each and every one of our children a **high-quality Computing** education, by equipping them with the **essential, transferrable knowledge and skills** and **cultural capital** they need for High School, regardless of their **range of starting points** and any **barriers to learning**. We strive to ensure that our children understand that Computing provides great **insight into natural and artificial processes** and they understand how **digital systems work** as competent **programmers**. Our Britannia Bridge aim is for all our pupils to leave us **age-appropriately digitally literate**, ready to become the **next generation of successful employees in the digital world, understanding their rights and responsibilities**.

Our **HEART Core Values** underpin our children's learning in Computing (Happiness, Encouragement, Aspiration, Respect, Teamwork):

Happiness: our aim is that our children **thoroughly enjoy** their learning in Computing and we strive to ensure that each and every one of them feels happy, when they use their skills to **solve problems** and their own **Computing work is celebrated**.

Encouragement: our children use their **Growth Mindset**, within every Computing session, as they **persevere and practise** to master skills that they **have not made automatic YET**. We ensure that our children know that, just because they can't do something right now, **resilience can make them a Computing expert**.

Aspiration: we aim for each and every one of our children to leave us with the essential knowledge and skills that they require to **study Computing at KS3 and beyond, into their adult lives**. We aim to inspire all our children to continue to develop their Computing skills to become **the next generation of Computing innovators**.

Respect: through our Computing curriculum, we aim for each and every one of our children to leave us with a true **respect for how pioneering Computing and technology can be** for our society and future societies.

Teamwork: during learning, in Computing, we ensure that all our children are given many **opportunities to collaborate to achieve high-quality Computing end goals**.

IMPLEMENTATION

Our teachers plan Computing learning using NCCE Teach Computing and our bespoke Progression Documents, based on the National Curriculum and Early Years Framework.

We follow a clear Computing Pathway, which includes crucial, key vocabulary, that our children build on every year (VIV- Very Important vocabulary).

We use Teach Computing to ensure we have balanced and far-reaching discussions/activities that reflect/respond to the quickly changes issues of technology that our children face.

Our Curriculum Leader monitors and evaluates our Computing curriculum to make sure that it is the best it can be for our children. He/she is supported by our Curriculum Leader and our Governing Board review our Computing curriculum, termly, to ensure standards are continually high/improving. This is done through Subject Leader Presentations to Governors and Progress Reports/Impact Statements.

Our Early Years Curriculum is underpinned by high quality adult/child interactions and sensory learning. Our children's personal interests inform our planning, to inspire our youngest learners and outdoor learning is integral. Please see our Computing Progression Documents from Nursery 2 to Year 6.

Our Computing curriculum is adapted to the individual needs of all our children, based on their wide range of starting points, preferred learning styles, next learning steps and range of experiences.

Our Assessment is robust and informs planning and pupil progress tracking. We use a range of assessment methods to ensure that our children know more and can do more in Computing.

IMPACT

Our children leave Britannia Bridge with **essential, transferrable knowledge and skills** and **cultural capital** - they **know more, remember more and can do more**, ready for Computing, at KS3. They leave us well-prepared for the next stage of their education and start their High School journey, **confident in their own Computing abilities**.. Ready for KS3, and beyond, each and every one of our pupils leaves us understanding **how digital systems work** and as a **competent programmer**. As they start their secondary school journey, they are **digitally literate** and equipped to become the next set of **successful employees in our ever-changing digital world**.

