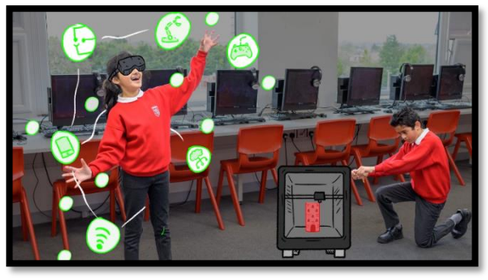
Priestmead Primary School
Curriculum vision: Computing

Intent	Implementation	Intended Impact
At PPS, our core principle is that all children will 'Move Onwards and Upwards Together' and we think this is key to our teaching of Computing. Computing at Priestmead aims to instil a sense **of enjoyment around using technology** and to develop **pupil's appreciation** of its capabilities and the opportunities technology offers and to **prepare** our children for the rapidly changing world. Our vision is for all learners not only to be **digitally competent** and have **a range of transferable skills** at a suitable level for the future workplace, but also to **be responsible online citizens**, equipped for life in the digital world. Children will be **confident, creative and independent learners**; they will apply their digital skills in innovative ways. Our scheme of work enables pupils to meet the end of Key Stage Attainment targets outlined in the national curriculum. **We want our children to be equipped for life in the digital world**, including developing their understanding of appropriate online behaviour, and copyright issues, bring discerning consumers of online information and healthy use of technology. 	To ensure a high standard of education in Computing, we ensure: • Lessons are purposeful via our Kapow scheme. • The children receive outstanding modelling from the teacher and rich discussion with quality questioning, which encourages children to question and investigate. • Yearly progression maps of the three key areas (Digital Literacy, Information Technology & Computer Science) and online Safety. This is to ensure that learning is progressive and systematic, and coverage of the National Curriculum is broad and in depth as a result. • The implementation of the Kapow Primary Computing ensures a broad and balanced coverage of the National Curriculum requirements. The 'skills showcase' units provide our pupils with the opportunity to learn and apply transferable skills. • Children practice key knowledge through regular quizzing via Recap & Recall & End of Unit quizzes to move learning into long-term memory. • Children improve their understanding of key vocabulary through regular use in lessons & quizzes. • Analysis of progress via formative & summative assessments informs planning and grouping. • Teachers are aware of where links can be made with other subjects as outlined in the Kapow Scheme. • Educational trips & workshops can be related to Computing lessons. • Monitoring of children's work and teacher's planning is regular. • Displays are engaging, contain helpful information, related to the topic and are up to date.	Intended Impact: • The impact and measure of this is to ensure that children at Priestmead are equipped with computing skills and knowledge that will enable them to be ready for the Computing curriculum at Key Stage 3 and for life as an adult in the ever-increasing digital world. • We want the children to have thoroughly enjoyed learning about the three strands of Computing: Digital Literacy, Computer Science and Information and computer Technology (ICT).  • We measure the impact of our curriculum through the following methods: formative and summative assessments via Google Classroom against knowledge and skills on our school's assessment system, assessment within lessons and annual reporting of standards across the curriculum.