INTENT, IMPLEMENTATION AND IMPACT OF THE COMPUTING CURRICULUM

Intent of the Computing Curriculum			
	Response	**Evidence**	**Any Action Required?**
What is the rationale behind the computing curriculum in the school? e.g. is it taught as a discrete subject or thematically? Why has this been decided? **How does it reflect the school context and the specific needs of the pupils?** Consider their starting points on entry e.g. UW in EYFS for technology; PD in EYFS can affect their use of a mouse; CLL impacts on vocabulary related to computing lessons **How does the computing curriculum reflect the schools aims and values / mission statement?**	Due to the variety of skills taught in computing it is taught both discretely and thematically. Foundation Stage is taught within others areas, ensuring the children have access to a variety of technology to be able to explore how things work and develop the skills needed on entering year 1. Coding is taught in separate lessons, usually using Espresso Coding. Internet safety and other uses for computing are taught through other lessons. Individually planned to meet specific needs.	Saved Espresso work for each child. Safety week, displays, word processed work, saved work. Starting points in Reception with examples of activities. Covering all areas of computing curriculum. Internet safety. Links with secondary schools to ensure they are learning the skills they will need to continue their education successfully.	Ensure all teachers are using Espresso and saving. (Compile?) Compile an evidence folder? Collect evidence. Create links with secondary computing teachers.

	Our aims state: *"We extend our children's knowledge, skills and understanding through a broad, balanced and relevant curriculum."* Computing is very relevant and all areas are covered. Our aims state: *"Enable our children to feel safe and secure in school."* Teaching e-safety will help children to not only feel safe in school but also in the wider community. Our aims state: *"Enable children to acquire the necessary interests, attitudes, values and personal resources so that they may successfully take their place in the rapidly changing world."* Computing plays a huge part in the changing world and as such the computing curriculum is created to aid the children in acquiring these skills.		
Are all relevant staff and governors aware of the rationale and aims of the computing curriculum? e.g. do staff and governors know how the online safety aspects of the computing curriculum have been planned to link with overall welfare and safety learning throughout the school?	In long term plan/medium term plan and also covered in policy. Policy is shared with the governors. Policy is available for all staff on the school network and the school website.	Safety week, displays, word processed work, saved work. Minutes from RA governing body and policy approved.	Compile an evidence folder?
Do long term and medium term plans show clear progression in the sequencing of computing skills and subject knowledge? How does this bridge the gap between the EYFS curriculum and KS1 programme of study?	Yes as all objectives are linked.	Sequencing document	Share Teaching Primary Computing, by Martin Burrett with staff.

Is progression clearly based on the NC programmes of study for each Key Stage, but also broken down into year group progression? e.g. the clear and incremental progression from identifying technology in EYFS to creating an app in KS2.	Broken down via Espresso activities, but targets not currently broken down.	Objectives broken down into subject specific objectives.	Create progression document linked to Espresso coding?
How has the curriculum been adapted to enable all pupils to access content and make progress, according to need and starting point? e.g. can all pupils access computing resources, hardware and software, regardless of SEND or disadvantage? Can all pupils take part in after-school computing clubs and computing events? What about if parents of pupils eligible for FSM are expected to use expensive technology to complete work at home?	Individually planned to meet specific needs. Children started on objective that meets their learning needs. Start on Espresso task that enables them to progress at their own speed and fill any gaps. Espresso units can be repeated if children struggle with certain commands or algorithms. No expectations made to complete computing based work at home.	Sequencing document. Long term and medium term plans.	Planning scruiting.
How does the school ensure pupils can at least meet end of key stage requirements in computing? Are all aspects of the NC programme of study being taught effectively e.g. do pupils 'have repeated practical experience of writing computer programs in order to solve such problems'? (NC Programme of Study) What is in place to challenge more able computer users?	Specific computing time, should be using time effectively for Espresso. Skills required in order of progression. Children transferring from a different school may not have the same experiences or skills/may have worked on different packages. Some support will be needed to ensure they can complete required work. Can work through Espresso at own speed which also offers html and	Saved Espresso work for each child. Sequencing document.	Compile evidence folder.

	python for those children that progress further.		
How does the school's computing curriculum reflect the Aims of the NC programme of study? Are all elements covered and is this reflected in short term planning?	Highlight objectives covered.	Planning audit	
What opportunities are there for pupils to develop their reading skills in computing? Do pupils carry out research in computing lessons? Do pupils use the internet to find out about online safety or to gain ideas to help them with their work? Do pupils read and respond to biographies of people who have contributed to technology and computing? Do pupils read and respond to instructions for computing related activities and online safety advice?	Children use computing for internet research linked to their topic work. They also produce videos/presentations on online safety to share with whole school. Children have opportunities to research and complete comprehension activities based on major computing companies and leaders in the field of computing. Espresso allows children to read instructions themselves but also plays the instructions to the children highlighting each word as it is read for those less able readers.	Topic work produced in computing Espresso programme (Example in evidence file?0	Evidence file. Collect evidence.

What opportunities are there for pupils to develop their mathematical skills in computing?			
Do pupils use the mathematical vocabulary when this is appropriate in computing lessons?	Use of variables when writing code.	Examples from Espresso?	Collate evidence
Is this modelled effectively by adults?	Activities modelled by teachers and also introduction videos for each task that is clearly demonstrated.	User guides from Espresso?	Collate evidence
Do pupils make the link between maths and computing e.g. when using algorithms?			
Do pupils use computing to present and analyse statistics at an age appropriate standard?	Various websites/programs are used for statistics work.		
Can pupils use technology to check their answers and help solve problems e.g. writing a formula within a spreadsheet?	Children have opportunity to use Excel and also use Espresso for spreadsheet and formula work.		
Implementation of the Computing Curriculum			
	Response	**Evidence**	**Any Action Required?**
Are you clear about your roles and responsibilities as computing subject leader?			
How often do you monitor computing across the school?	Computing is monitored twice yearly.	Evidence log?	More frequent monitoring (Termly?)
Who do you feedback to?	Feedback is to Leadership team.		
Who is responsible for ensuring curriculum coverage?	Subject leader team is responsible for curriculum coverage.		
Who is responsible for the online safety curriculum – is it the computing leader or safeguarding leads, or both?	Safeguarding leads.		
Who organises computing enrichment such as after-school clubs and online safety events for pupils and parents?	After school clubs not used due to transport issues. Events for parents organised by DL		
Do you have sufficient subject knowledge and expertise to lead computing and ensure the curriculum is fit for purpose?	Very confident with computing and lead training for those that request and need it.	Registers from training. Handouts from training.	Send out new questionnaires to check training needs of staff – run training via teams.

If you are not confident or 'the expert' in computing e.g. in a small school with only a few teachers, who do you go to for support, to ensure rigour?			
How do you inform senior leaders and governors about the curriculum and outcomes in computing, so they can quality assure your work? Is your leadership role included in performance management objectives? How do senior leaders know about pupils' outcomes in relation to the NC programmes of study? Do you provide short written reports or verbal feedback to senior leaders? Do you give presentations? Have you worked alongside governors when they visit the school to focus on computing? Are governors involved in any online safety training and workshops? How is value for money evaluated when the budget for computing can be a large proportion of resources spending on hardware and support?	No Either all teachers or have a very good knowledge of the national curriculum. Invited via DL Governors attended our last e-safety training. (Pre COVID)	Current objective to give training within school and improve confidence of other staff members.	
How do you evaluate the professional development needs of your colleagues and then provide support and training? Do you have the expertise to do this? Have you used external trainers or consultants? Have you considered using NAACE as a source of support and information? How do you evaluate the usefulness and impact of any CPD?	Questionnaires given out to find out training needs. Training offered informally. Feel I have sufficient expertise to do this. When unsure external guidance is sought from technician and also sharing current training guides we have both created.	Completed questionnaires at the end of the academic year.	Create questionnaire and set up more training in publisher.

	Improved confidence and questionnaires.		
When and how have you developed best practice in computing across the school? Can you identify the most knowledgeable and skilled computing teachers? How have you shared their expertise? What has been the impact of this? Do any NQTs and newly appointed teachers know you are the computing leader and you can be approached for advice? Do any staff, including non-teaching staff (or their family members) have any specialist computing or technology skills and if so, do they share these with the pupils to support learning and provide role models to raise pupils' aspirations?	MM and RF MM leads training. Skilled teachers available for support and advice. Yes FR's husband helped set up a video link from camcorder to IWB previously.	Training log Reply to the e-mail	Check with other staff members, create list of family members with specialist skills. Invite Mr Roberts into school to share his experiences with older pupils?
Is the computing curriculum effectively resourced? Has a recent audit of resources been undertaken and any gaps addressed to ensure the full curriculum can be taught and pupils engaged? e.g. are the pupils able to 'design, write and debug programs that accomplish specific goals, including controlling or simulating physical system', as stated in the Programme of Study? How do you ensure hardware and software is as up-to-date and relevant as possible?	RAG report created, but only through OneIT so only includes anything that they maintain. OneIT	RAG report List of other resources available linked to scheme. RAG report	After curriculum audit look at other resources that might support the curriculum that need to be sourced. Use the Teaching Primary Computing by Martin Burrett to investigate other software. Look in to free trials to check suitability for our pupils.
How do teachers adapt long term and medium term planning to meet			

the needs of specific classes, groups and individuals? How do teachers use class profile information to help plan in computing? Are teachers aware of their pupils' starting points as they relate to computing? What skills, knowledge and experiences do the pupils have at the beginning of the year? How do staff keep up to date with issues relating to online safety to ensure these can be addressed appropriately?	Most children work at own pace through Espresso coding activities. Complete action required Complete action required Annual e-safety training and also any thing new that needs to be shared is shared by safeguarding team either at weekly staff meeting or in morning briefing.	Morning briefing notes. Safe meeting notes.	Create table of main skills required. Create table (tracking grid) for teachers to mark off completed Espresso activities to pass on to next teacher.
How is curriculum delivery equitable for all groups and appropriate? How are the needs of disadvantaged pupils and SEND pupils met in computing lessons? How are pupils who do not have access to technology at home supported in their learning? How has this been monitored and evaluated?	Support due to small class sizes. Work at individual pace. Homework is given both on a computer and paper so children can choose which media to use. Questionnaire was sent home asking about access to computer/tablets.		
Do any pupils regularly miss computing lessons because they attend core subject interventions? If so, how do they experience the full computing curriculum over time? (see previous main question above)	No computing lessons missed.		
Is computing knowledge taught to an appropriate depth and with clear and necessarily detailed progression through each year group? It is useful to check against the NC Programme of Study for the Purpose	Sequencing	Sequencing, cross checked with medium and long term plans,	Complete scheme of work

of Study as well as coverage of the Aims. Do pupils have opportunities to apply their computing knowledge and skills in their work across other subjects and is this clearly evidenced when comparing work from consecutive year groups?	Second computing session for application of learning in other areas.	Planning scrutiny.	Complete planning scrutiny. Application of learning through alternative ideas and approaches. Continue to compile a list for different year groups.
Are effective assessment arrangements in place for computing? How does this information make a clear difference to teaching and outcomes? Is it a useful system that is not overly time consuming or is it there just to produce data? How are more able pupils (the computer experts!) identified and how are their needs met in lessons?	Teachers assess during and after lessons to aid planning and after a topic/module. Quizzes and recap lessons are used to cement long term memory.		
How are standards in computing moderated to ensure assessments are accurate? Are there any exemplars of end-of-year computing work available in school to enable teachers to benchmark other pupils? Do class teachers and the computing subject leader compare pupils' work in computing across classes to check expectations are the same for a year group or for pupils of similar starting points?	Work scrutiny and learning walks are used.		Possible termly computing moderation by staff. Possible exemplar folder of work for each year group?
How does the computing leader know that the planned curriculum is taught in each class? What monitoring takes place? Does the subject leader have a clear idea of what is being taught when, and checks this is happening?	Work and planning scrutiny, displays, learning walks	Learning Walks Displays Planning scrutiny	Planning scrutiny

Have any curriculum gaps been addressed, perhaps occurring because of resourcing issues (sometimes an issue with computing hardware) or lack of subject knowledge?	Do to staff to student ratio, time can be given to help support children who may have gaps (for example when transferring to our school mid-year or late in key stage 2.) Work at own pace, so no gaps.		
Impact of the Computing Curriculum			
	Response	**Evidence**	**Any Action Required?**
How can the school demonstrate that pupils reach end of key stage expectations in computing? Does pupils' work and pupils' responses cover the full range of the Programme of Study, and demonstrate a depth of knowledge e.g. can they talk in detail about the apps they have been using by the end of that unit of work and use associated vocabulary accurately? Can they explain how their current learning about programming and de-bugging relates to their prior knowledge about algorithms?	Learning individual. Work using a variety of Microsoft office applications. Application of prior learning is needed to complete tasks.	Completion of Espresso activities Save work in individual folders. Completion of Espresso activities	Create tracker grid. Create tracker grid.
Do any groups under-perform in computing when compared with their peers and if so, what is being done about this? Are there any significant differences in outcomes between girls / boys; SEND pupils / non-SEND; disadvantaged and other pupils; Summer born compared with Autumn born pupils etc?	No under-performance linked to specific group as all SEND pupils. Learning is at own pace to meet individual requirements. Lessons are differentiated to ensure each pupil achieves and makes progress.		