



Curriculum Teams Information (Computing)

Subject Rationale and Intent:

‘A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.’ Computer Science, teaches the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Children learn to use this knowledge to create programs, systems and a range of content. Computing also ensures that the children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

We believe that Computing is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing provides a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects. Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust Computing curriculum. Children must be taught in the art form of ‘Computational Thinking’ in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates.

How Curriculum Teams work:

All Teaching Staff belong to a Curriculum Team. The main focus is the development of the curriculum in line with both the National Curriculum and the 2019 OFSTED framework. We work in Curriculum Teams and where possible take into account subject specialisms and where this is not available the experience of the staff. Where possible teams are cross phase to ensure continuity. Each team has a link with either the Head or one of the Deputies who support the development of the leadership of the group on a needs basis (acknowledging the different leadership experience of each group). Staff have always contributed to Curriculum Development through a team approach however through staff CPD we are now working towards developing a more strategic approach to monitoring their specialist areas. This is a focus between 2019 and 2021. We recognise that staff are at different stages in this process.

The Process:

	Curriculum Team Role	Phase Leader Role	Class Teachers Role
<p>Subject Overviews- This document maps out the coverage and progression of the EYFS and national curriculums (or scheme of work for music and Spanish). It ensures new knowledge is built on what has been taught before.</p>	<p>Ensure the overviews meet the aims and subject content of the EYFS and national curriculums.</p>	<p>Use the overviews to ensure units of work planned and taught within their phases clearly build on and revisit previous knowledge.</p>	<p>Use the overviews to know the year's coverage, understand what has been taught before and ensure new units of work build on and revisit previous knowledge.</p>
<p>Medium Term Plans- Are written for each unit of study set out in the subject overview. Medium term plans clearly set out a sequence of learning and ensure teachers have the appropriate subject knowledge in order to deliver it effectively.</p>	<p>Cross check that medium term plans match the progression coverage set out in the subject overview (including previous knowledge). Ensure that written Medium Term Plans are available in the Curriculum Team files.</p>	<p>Lead the writing of Medium Term plans Ensure medium term plans build knowledge over time and give children opportunities to remember. Use Phase meetings to ensure staff are fully trained and prepared in order to deliver units effectively.</p>	<p>Teach each unit of study using Phase Medium term plans and adapt to the needs of their class as appropriate.</p>
<p>Assessment- Each Medium Term Plan for a unit of study will ensure opportunities for both formative and summative assessment. Formative: takes place throughout the unit of study, with regular revisits and recaps of knowledge through Kagan structures or quizzes etc. Summative: Each unit of study begins with an initial assessment and end with a final assessment task. Teachers record children's achievement at the end of each unit on the school format.</p>	<p>The curriculum Team, are not responsible for the monitoring or assessment of a subject at the present time.</p>	<p>Assessment sheets will be monitored by phase leaders for each unit of study.</p>	<p>Complete assessments for each unit of study as planned for in MTP Use initial assessment as a tool to help plan specifics for individual classes. Reflect on the final assessment and ensure opportunities are given to revisit knowledge and support children who have gaps or forgotten knowledge.</p>
<p>Curriculum Team Files- The team files act as a central point for collating monitoring, information and resources for each subject. Anybody can contribute to Curriculum Team files.</p>	<p>Ensure that Curriculum Team files are kept up to date and staff are aware of CPD/ resources. One member of the team to attend termly LA subject network meetings and disseminate messages to all staff. Keep up to date of subject monitoring to identify training needs of staff and actions. (Monitoring completed by SLT and Phase Leaders)</p>	<p>Monitoring completed that is relevant to the subject area will be put into the file and Curriculum Teams made aware.</p>	<p>Take responsibility for ensuring up to date with CPD notes and resource materials as guided by the Curriculum teams.</p>

