Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

Curriculum statement for Computing

Intent Purpose	A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, the intent is to equip pupils to use information technology to create programs, systems and a range of content. Computing also ensures that pupils 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.
Intent Aims	**Intent:** The national curriculum for computing aims to ensure that all pupils: • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • can use ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures • can use ICT for independent learning and begin to make informed judgements about when and where to use ICT to best effect • are responsible, competent, confident and creative users of information and communication technology
Implementation What planning looks like	For Computing we use Purple Mash planning. The planning currently consists of year group schemes of work, broken down into each half term. Class teachers are responsible for the delivery of the computing curriculum. The scheme has run for the past year and will be continued. This will be monitored for effectiveness and staff development will take place if necessary. We use Purple Mash for computing as the basis for our curriculum planning, but we have also considered the local context and built on the successful units of work already in place. Our curriculum at Heatherlands is underpinned by the School's curriculum drivers: Consolidation, Community and Communication. Within our computing curriculum we interweave our Heatherlands Way values of: Independence, Resilience, Motivation, Aspiration and Respect, giving our pupils the core values of our society. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of

	work so that the children are increasingly challenged as they move up through the school. **SEND** At Heatherlands Primary School we teach computing to all children whatever their ability. Computing forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's). Teachers take account of the three principles of inclusion that are set out in the National Curriculum: • Setting suitable learning challenges. • Responding to the diverse learning needs of pupils. • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. Staff at Heatherlands use a 'ways in for SEND' document written for all curriculum areas. This offers suggestions and activities to support the needs of all children in accessing the broad and balanced curriculum.
Implementation What teaching looks like	Pupils will be taught the Computing Curriculum this academic year through the use of an adapted version of a scheme of work produced by the 'Knowsley City Learning Centres'. Pupils will also be given the opportunity to apply and develop their computing capability through the use of computing skills to support their learning in all subjects. They will be able to reflect upon the use of computing in different situations and decide when and when not to use it.
Impact What learning looks like	At Heatherlands Primary School we offer children the opportunity to: • Go unplugged • Use resources to support learning ie. Research, reading interventions • Program onscreen and off • Use a variety of software to edit and present learning • Understand the uses of technology at school and at home
Impact What assessment looks like	Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment will involve observations, collecting evidence e.g. photographs, videos, watching the children work, talking to them about what they are doing and listening to them describe their work can generate useful assessment material. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment. Teachers also have access to the children's work files and any work completed through 'To Dos' In Key stage 1 and 2, the impact of computing is assessed throughout the academic year. Academic reports for core and foundation subjects will be

	sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards. Children who are achieving above the national level for their age may be identified as more able and put onto the school's more able register where the children can be directed towards local clubs to continue and further their skill. In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. The technology strand has been removed but Computing can be related to 'Understanding the World' – 'In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world' and 'Expressive Arts and Design' – 'It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.' **Review** The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, computing leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.