



Computing at St James C.E Primary School



Joyful Readers



Opportunities to Build Up Knowledge and Skills



Understanding of British and Christian Values



Resilience and Perseverance



Nurture Curiosity



Encourage Articulate Learners



Your Wellbeing and Health



INTENT STATEMENT

At St James, we believe that Computing is vital to preparing our children to the world around them as technology surrounds us. Computing encourages children to become innovative, creative thinkers, problem-solvers and resilient. Children will work as individuals and in groups to encourage and create articulate learners. The use of computers and other Computing tools will be incorporated into other curriculum areas so that it becomes a working tool in the classroom and to nurture the curiosity of the children. We believe Computing is a tool by which children with emotional, physical or communication difficulties may use to support them in fulfilling their potential.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

The delivery of our core Computing offer is split into four curriculum strands; Computer Systems and Networks, Creating Media, Data and Information and Programming. Utilising teaching resources from the government funded 'Teach Computing Curriculum' provided by the National Centre for Computing Education, all year groups study the same curriculum strand during the same term of the year. Strands are progressively taught through a knowledge enabled approach to provide children with the technical knowledge and skills to apply their understanding over time through both unplugged and computer based lessons. Throughout the academic year, transferrable concepts are also applied and revisited within each lesson to develop deep computational thinking and creativity. At the end of the unit, a relevant assessment task is completed to provide an opportunity to apply their knowledge of the key skills taught to date. The transferable knowledge and concepts taught within our discrete Computing curriculum are also built upon and applied through other subject areas.

National Online Safety [NOS] alongside our 'Online Safety Reading Spine' is used to plan and teach online safety from EYFS to Y6 as part of our Safeguarding Curriculum. The eight units per Key Stage are taught once per half-term and are delivered during St James Spirit lessons. Links to online safety are also made within the Computing lesson sequence related to the guidance stated in 'Education for a Connected World'.



VISION

At St James, we strive to ensure our children are "ready, respectful and responsible" users of information and communication technology, both now and in the future.

Many jobs in 2030 have not yet been invented, therefore we are passionate about ensuring that our children are fully equipped to be able to function and work in our ever changing technological society.



EYFS AS THE 'BEDROCK'

Despite Computing not being explicitly mentioned within the updated Early Years Foundation Stage (EYFS) statutory framework, we believe there are many opportunities for young children to use technology to solve problems and produce creative outcomes (through the characteristics of effective learning). For this reason, we have created bespoke EYFS knowledge planners for Computing, aimed at providing the foundations for further study and National Curriculum coverage.

Characteristics of Effective Learning.

- 1.) Engagement - Playing and Exploring.
- 2.) Motivation - Active Learning.
- 3.) Thinking - Creative and Critical Thinking.



CULTURAL CAPITAL

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.

Through our Computing Curriculum we build cultural capital with a focus upon:

- Application of our school rules when online through our online safety.
- All children are provided with the opportunity to engage positively, critically and competently in the digital environment—thus enhancing digital citizenship.
- Understanding of transferrable skills that can be applied across all STEM subjects, preparing the children of St James for the jobs of today and tomorrow.



READING AS THE BEATING HEART

Reading is embedded throughout all of our Computing lessons to ensure we are Joyful Readers.



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CURRICULUM PROGRESSION

The curriculum is sequenced to ensure that learning is built upon over time. Learning is revisited so that pupils are able to retain their knowledge through a spiral curriculum. Non-statutory guidance from the Department for Education and NCETM titled 'ready to progress criteria' are also utilised within planning to summarise the most important knowledge/concepts within each year group and make important connections between these mathematical topics. Again, this informs planning to ensure that pupils embed key concepts within their long-term memory and apply them fluently.

We also focus on the differing types of mathematical knowledge including declarative knowledge (number facts), procedural knowledge (how to) and conditional knowledge (problem solving).

Across the school we also focus on the fundamental teaching and learning of multiplication tables, which are progressively planned across our mathematics long-term plan to be learnt with increasing fluency. By the end of Year 4, pupils should be able to recall all of their times tables accurately, supporting development in children's working memory.



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

Each of our maths lessons follows the same structure including:

Anchor Task Exploration

Anchor Task Structured Discussion

Anchor Task Journaling

Let's Learn Reflection Time

Workbook Practice (Guided & Independent)



STAFF CPD (LINKED TO GOOD PRACTICE)

All teaching staff have attended accredited Maths - No Problem! Training highlighting our commitment to a mastery approach across the school.

As part of LDST, extensive trust wide networking takes place through School Improvement Liverpool and curriculum networking teams, ensuring the latest curriculum updates and disseminated and implemented.

Internal to school and across our school partnership, coaching cycles also regularly take place to show how to model an aspect of maths or establishing best practice across year groups. This has taken place extensively across the Autumn Term this academic year.



APPROACH TO ASSESSMENT

Maths is assessed continually throughout lessons. Pupils understanding is evaluated during each lesson to establish if any additional support or challenge is required.

Prior knowledge is assessed at the start of each new area of mathematics and used to inform planning and relevant white space teaching.

Maths is also assessed termly through NFER assessments which are analysed through the ASK EDDI program which show whole class priorities moving forward.



MEETING THE NEEDS OF ALL LEARNERS

Any children who need additional support within the less are supported using the 3Cs—coherence, context or concrete. Early interventions help pupils to catch-up and perform better across the curriculum

Following guidance from the EEF, our pupil premium children are targeted with the following enhancements to ensure that they "keep up with new content", as opposed to having to "catch up".

For those children with SEND, teachers use appropriate assessment to set targets which are deliberately ambitious for pupils identified as having a SEND and ensure needs are met as identified through their pupil passport. Lessons are planned to address potential areas of difficulty and to attempt to remove barriers to pupil achievement. A small number of pupils receive additional support in the form of a bespoke mathematical curriculum tailored to meet their needs.

Finally, gifted learners and learning for those children excelling is extended in the form of challenge through the 3 P's—pattern, prove it or problem. Mathsteasers are also provided for children in Y4/Y5/Y6 to ensure mastery.



OUR IMPACT

Impact is reviewed regularly through our approach to assessment We assess through 3 different methods including:

- 1 Self-assessment
- 2 Formative Assessment
- 3 Summative Assessment

Speak to the maths subject leader for more information about the impact of our maths curriculum.



GOVERNOR COMMUNICATION



SUBJECT PRIORITIES AND

ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.