



# Curriculum Vision 2022-2023

'Strive to Achieve'

## Computing

Our Helpingham HEART

<b>SCHOOL VALUES</b>	<b>Happy</b>	<b>Equal</b>	<b>Aspirational</b>	<b>Resilient</b>	<b>Team</b>
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### INTENT – We come to school every day to...

<b>CURRICULUM VISION</b>	<b>Develop our sense of self</b>	<b>Develop our sense of others</b>	<b>Develop our sense of the world</b>
	To understand how important the role of computing is in our everyday lives. To use technology to support my personal needs. To develop an understanding on how to protect ourselves online. To become confident using technology and the internet.	To understand how to interact safely with others online. To share a passion for computing with others. To understand how others use technology within their careers. To understand how people use technology in different ways.	To use the internet to develop our understanding of the world. To understand how computing will influence our future. To use computing and the internet to access wider opportunities to learn. To understand the significance of computing in the wider world.

### IMPLEMENTATION

<b>TEN PRINCIPLES FOR EXCELLENT TEACHING</b>	<b>Questioning</b> 1:1/class discussion Quizzes Class debates	<b>High Expectations</b> Caring for technology Challenging vocabulary Personal safety	<b>Scaffolding</b> NCCE Teach computing curriculum Microsoft tools	<b>Parent Partnership</b> Online safety expectations Workshops	<b>Assessment</b> Learning by questions End of unit check NCCE criteria	<b>Use of technology</b> Laptops Beebots Tablets	<b>Inspirational and memorable curriculum</b> Computing projects E-Safety visits and workshops	<b>Active Learning</b> Beebots Individual projects Presenting	<b>Engaging Learning Environment</b> Computing displays Accessible resources	<b>Differentiation</b> Questioning Learning objectives Adult support
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<b>ORGANISATION OF CURRICULUM</b>	Reading	Writing	Phonics	Maths	Science	History	Geography	Art	DT	Music	PE	Computing	PSHE	RE
	Reading- Researching and reading about a topic using the internet. Art/DT-Creating and designing projects using computing software. Maths-Using online maths resources to facilitate learning. Programming and sequencing (e.g. Times Tables Rockstars) PSHE- Learning about online safety and using the skills during computing lessons. History-Research historical events and figures. Science- Using software to document experiments and data. Writing- Using Microsoft software to type work and create presentations.													

<b>TERMLY FIVE TO THRIVE</b>	High Quality Texts	Memorable Experience	Hands on Learning	Celebration of Children's Work	Community Engagement
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<b>ASSESSMENT</b>	Daily, verbal feedback	Cold Maths	Extended writing pieces	Formative Assessments	Summative Assessments	Termly phonics screening	Multiplication Skills
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### IMPACT – How will we know?

<b>QUALITY OF EDUCATION</b>	<b>BEHAVIOUR AND ATTITUDES</b>	<b>PERSONAL DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>- High engagement</li> <li>- Children inspired to be independent thinkers, researchers and learners</li> <li>- Knowledge development</li> <li>- Children prepared for the next step of their education, futures and careers</li> </ul>	<ul style="list-style-type: none"> <li>- Engagement in learning</li> <li>- Resilience</li> <li>- Children see challenges as opportunities</li> <li>- Children have pride in themselves and their work</li> <li>- Children are able to take risk and responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Independence</li> <li>- A Love of learning</li> <li>- Children are able to care for their physical and mental wellbeing in a healthy way</li> <li>- Children are curious, creative and courageous</li> </ul>

### EVALUATION

<b>REVIEW</b>	<b>High quality outcomes</b>	<b>Innovation</b>	<b>Communication</b>	<b>Developing staff</b>	<b>Improving and changing</b>
	<ul style="list-style-type: none"> <li>- Data</li> <li>- Progress in books</li> <li>- Pupil voice</li> <li>- Parent voice</li> </ul>	<ul style="list-style-type: none"> <li>- Share new ideas</li> <li>- Outward looking</li> <li>- Reactive to learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- All parties know what is expected from our curriculum through effective communication</li> <li>- Governors ask challenging questions which teachers and TAs answer confidently</li> </ul>	<ul style="list-style-type: none"> <li>- High quality CPD linked to the school development plan</li> <li>- Sharing of ideas and knowledge</li> <li>- Working with others outside the school</li> </ul>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Reflect</li> <li>- Discuss</li> <li>- Learn</li> </ul>

<b>MONITORING</b>	Class teachers and teaching assistants	Subject Leaders	Headteacher & Governors	Locality Lead & County Council	External partners e.g. OFSTED
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