# Curriculum Intent, Implementation, Impact

**SUBJECT: Computing**  
**COMPUTING LEADER: Amy Roberts**

**TEAM: Understanding the World**  
**TEAM LEADERS: Amy Roberts and Sarah Plumridge**

**Intent**:

At Marden Primary Academy, we believe that computing is an essential part of the curriculum; a subject that not only stands alone but is woven into and has links to subjects such as mathematics, science and design and technology.  It is therefore, an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and we aim for children to develop a thirst for learning about advances in new technology. Our curriculum aims to achieve the National Curriculum requirements. Thorough and robust Computing curriculum enables children to develop a wide range of fundamental skills, knowledge and understanding that will equip them for the rest of their life.

We aim to teach children the art form of 'Computational Thinking' in order to provide them with essential knowledge that will enable them to participate effectively and safely in the digital world.  Online Safety is at the heart of the computing curriculum to ensure that children are equipped with the skills to recognise risks online, to be critically aware of the materials and content they access online, along with guidance on how to accurately validate information accessed via the internet.

We are committed to providing all children with the opportunity to access, engage and succeed in Computing regardless of background, ability and additional needs, which will lead to the children flourishing and becoming the very best version on themselves.

**Implementation:**

Our children's computing skills will be embedded into our studies which are built upon and developed throughout their time at school. Teachers are provided with a clear breakdown of knowledge, skills and understanding to ensure a seamless progression from the Early Years through to Upper Key Stage 2.  Specific vocabulary and phrases for each skill set are taught and built up within each key phase.

We are passionate about promoting computing through an enjoyable, creative and cross curricular approach which allows teachers to weave computing opportunities into topics throughout each term. The teachers are able to access a wide range of good quality resources and provide cross curricular opportunities for children to apply their computing knowledge and skills.

Computing as a standalone subject has a number of key components, each of which we aim to teach and fully instil the value of amongst our children. These are categorised as:

- Computer science – Children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming
- Information technology – Children are equipped to create programs, systems and a range of content in order to develop products and solutions
- Digital literacy – Children are taught to use, access and express oneself through digital technology, including a critical understanding of technology's impact on the individual and society, at a level suitable for the future workplace and as active participants in a digital world.

Teachers are provided with regular opportunities to work collectively to plan their curriculum ensuring a shared commitment to maintaining high standards and expectations.  At Marden, we aim to provide:

- Carefully planned opportunities to encourage the transference of skills and knowledge and to build upon previous learning
- Lessons designed to engage, challenge and inspire children
- Opportunities for children to engage in Digital Leaders
- Trips and visits from experts who will enhance the learning experience and improve knowledge and understanding.

**Impact:**

After the implementation of this robust computing curriculum, children will be digitally literate and able to join the rest of the world on its digital platform. Our curriculum is well thought out and is planned to demonstrate progression.  Coverage is reviewed continually by Class Teachers and Subject Leaders and planning is adjusted accordingly.

The children will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely.  The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (Curriculum Progression sheet)
- A celebration of learning at the end of topic e.g. presentations, films, sharing of learning across the school etc
- Children's discussions about their learning

The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through work and planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.