Computing Vision Statement

'Rejoice in every day of life' Ecclesiastes 11:8

At Broughton CE Primary School, our vision is to deliver a high-quality computing curriculum that equips our pupils to use computational thinking and creativity in a forever developing technological world. We provide our children with a wide range of opportunities to develop and apply their practical skills in the use of information technology to solve relevant and meaningful problems. We cultivate a love for computing as our children strive to confidently use applications, technologies and systems that not only enhance their learning but enables children to explore their creativity. We aim for our children to develop a robust knowledge about online safety including AI (artificial intelligence) so they are able to operate and interact with the internet and technologies on a safe, moral and responsible manner.

The curriculum is structured into three stands: Computer Science, Information Technology and Digital Literacy. These are segmented into the units: Programming, Online Safety including AI (artificial intelligence), Text and Images, Networks and Data Handling. These strands and units are consistently revisited throughout our progressive curriculum.

Our curriculum aims to support pupils in the acquisition of knowledge, through the use of key concepts, terms and vocabulary. This provides the opportunities to build a shared and consistent understanding. We encourage collaboration, specifically using pair programming, peer instruction and structured group tasks. We work together to stimulate classroom oracy, articulation of concepts and develop understanding of vocabulary.

We aim to give children quality lessons involving physical computing with activities that offer tactile and sensory experiences to enhance learning. Providing children with creative and engaging opportunities to explore and apply computing concepts. Tactile and sensory experiences will benefit all children including those with specific needs r that need adaptations.

Our pedagogy is to teach new concepts by unpacking complex terms and ideas, exploring ideas in unplugged and familiar contexts, then repacking this new understanding into the original concept. We believe modelling an effective tool for learners and that scaffolding should be gradually taken away to encourage independence.

We strive to use project-based learning activities to provide children with the opportunity to apply and consolidate their knowledge and understanding. Children will have opportunities to consider how to develop artefacts for a particular user or function and will understand the importance of evaluating. We provide a wide variety of activities which promote learning and off a range of structured to exploratory tasks. We strive to engage all pupils and develop each child's independence.

Our curriculum focuses on using formative questioning to uncover misconceptions and hopes to bring abstract concepts to life with real-world, contextual examples. Our goal is for all children to leave Broughton as effective computational thinkers with a wide and secure computing knowledge.