



Computing curriculum statement

Computing is a young and exciting subject. We have an opportunity, together, to shape how it 'lands' in the classroom, so we can be truly proud of the education our young people receive.

– Simon Peyton Jones (Microsoft Research and Chair of the National Centre for Computing Education)

Intent

We aim to prepare our pupils for their future by giving them the opportunities and the knowledge to become active participants in a digital world. Our computing curriculum centres on being inclusive and ambitious, following a series of sequenced lessons that build upon prior knowledge and, where appropriate, provide scaffolded activities so that all pupils can succeed and thrive. Our computing curriculum is designed to give all learners, including those with SEND, the knowledge and skills they need to succeed. We understand technology will play a pivotal role in our pupils' lives and therefore, we want to model and educate our pupils on how to use technology positively, responsibly, and safely.

Implementation

At Boston West Academy, computing is taught in timetabled computing lessons, but the use of technology is encouraged to support learning across all curriculum areas. This is achieved in part by the availability of pupil iPads and laptops across our school buildings.

We use the research-informed National Centre for Computing Education (NCCE) scheme of work to cover the three areas of the Computing National Curriculum: Computer Science, Information Technology and Digital Literacy. The units within the scheme of work are based on a spiral curriculum. This means that each of the themes are revisited regularly, and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. Online safety is taught through a combination of the NCCE curriculum and our personal, social, health and economic (PSHE) curriculum.

Impact

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study. To assess this, a range of formative and summative assessment methods are utilised. Formative assessment opportunities are present in each timetabled computing lesson for teachers to use to ensure misconceptions are recognised and addressed. Every unit also includes an opportunity for summative assessment in the form of either a multiple-choice quiz or a rubric. Assessment data is collated three times a year to inform an end of year judgement which is reported to parents.

Working together for success

