

Computing Curriculum Rationale

At Thurcraft Junior Academy, our ethos is to promote a positive and confident environment when engaging with modern technology. We see this as vital for our children to be successful when accessing computing in this forever changing and exciting technical world. We focus on reasons why children can succeed, rather than excuses around why they will fail. We understand the importance of gaining this modern skill and we share an enthusiastic approach when exposing our learners to a variety of technologies. The computing curriculum is vast and focuses on specific skills, which are scaffolded each session, enabling for a true understanding of the end goal and how to reach the final objective. We promote the belief that all children are technicians and that potentially needs unlocking through vigorous high-quality teaching and appropriate challenge.

INTENT		IMPLEMENTATION		IMPACT	
 Alignment to the NC	The school follows the NCCE Teach Computing long term plan that follows the NC programmes of studies. There is a consistent thread of throughout the year developing on further skills that are required to complete to enhance their technological skills.	 Pedagogical Approaches	Each lesson is focused on pace and short objectives that become a wider understanding in the long term. With this approach, we focus on AFL to ensure knowledge is secured before children continue this pace. Each lesson is practical, using engaging and interactive resources which help to consolidate learning.	 Approach to Assessment	In Computing, misconceptions are addressed quickly through AFL, pupil feedback and live marking. This then leads directly into the next lessons planning and focused teaching. The academy engages termly subject lead meetings trust wide, which ensures the children are acquiring the fundamental skills of computing.
 End Points	We know the importance of scaffolded learning and understanding where children's capabilities need to reach when they leave us in Year 6. Through careful and considerate planning and exposure, children are able to embed their skills needed for their next journey in KS3.	 Teachers' Expert Knowledge	Teacher development is central to the success of Computing. We have a focus on ensuring all teachers don't just feel secure and comfortable when teaching our computing curriculum, but also feel confident when we introduce new technologies, as we are fully aware of the modern world changing so rapidly.	 Performance Data	The school uses FFT to set ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the academy website.
 Sequencing	Our Computing curriculum follows a spiral structure therefore key concepts are revisited and taken to a greater level. We continuously strive to push our children to explain and truly understand what new concepts around computing they have achieved. This is one of the many ways we encourage our pupils to consistently reflect on their prior learning. The school's long term Computing strategy clearly outlines the stages in a child's computing journey.	 Promoting Discussion & Understanding	We know the importance of pupil talk in lessons. This is evident in our computing curriculum, occurring on a consistent basis. We celebrate children's success and weakness as this allows discussion and children to assist each other to achieve. We promote deeper thinking through discussions that help sparks creativity through the computing curriculum.	 Pupils' Work	TJA works closely to ensure presentation is celebrated and carefully thought out to give children a sense of pride. We want children to be able to show off their full potential, which we know our presentation scheme allows for. The school has really high expectations of all children in terms of the quality and presentation of their work. In Computing, the children have a variety of ways of presenting their work depending on the unit of learning.
 Addressing Social Disadvantage	We strive to ensure that we remove any barriers for our children that are from a disadvantaged background. We promote a learning environment that is welcoming and accessible for all pupils regardless of circumstance. By allowing the accessibility for extra support and resources, this ensures all children succeed in computing. The structure of the curriculum is designed to ensure all children can engage and access learning.	 Knowing More & Remembering More	Our curriculum long term plans have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in lessons where teachers articulate their own learning. Regular monitoring provides the children with the opportunity to recall their learning.	 Pupil Voice	All members of the senior leadership team and, particularly, the Computing leaders talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.
 Local Context	As the modern world is actively exposed to technology, most children will join our academy with a basic knowledge of computing. Where this is not the case, support is directly focussed on this handful of children allowing them to succeed alongside those who have that prior understanding. We now continue to keep up with the ever-changing progress of computing and emerge this into our curriculum.	 Teacher Assessment	Through our approach of short and clear objectives, this allows us, as educators to identify quickly and easily where misconceptions and misunderstanding needs addressing, so learners can continue to progress to the next step. This approach also allows for gaps across learners to be reduced, therefore less differentiation is needed.	Key links: https://www.bbc.co.uk/bitesize/subjects/zft3d2p https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study https://scratch.mit.edu/studios/5138859/	