

**Curriculum Statement – Computing**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

In the Computing department we endeavour to develop learner’s knowledge, skills and understanding through key computational concepts and experience.  The Key Stage Three curriculum has been designed to ensure learners have sufficient knowledge to stay safe online and use computers safely in life.  The Key Stage Three curriculum also provides a focus on developing resilient learners who are able to learn from/recover from mistakes and effectively solve problems.  The topics at Key Stage Three give a basis of knowledge, skills and understanding to allow students to progress onto Computer Science at KS4 and will provide exposure to the KS4 topics so that students can make an informed decision on their GCSE choices.

The rationale of the Key Stage Four curriculum is for students to develop the mind-set of a computer scientist built upon prior learning from Key Stage Three. Learners have the opportunity to develop their capability, creativity and knowledge in computer science, digital media and information technology.

**Curriculum Implementation**

The curriculum places a key focus on developing secure knowledge of computing concepts and problem solving skills. Each unit of work has a key set of aims and assessment criteria. In the schemes of learning assessment is used to drive improvement, ensuring that all students make progress.

**Through Nurture Provision (Individual Needs)**

A curriculum has been implemented that allows flexibility for differentiation, according to the needs of each individual student in that cohort. During Key Stage Three students have booklets that run in parallel to the content of the scheme of work. As they progress through their studies curriculum resources are adapted for all abilities and SEND needs. Differentiated and structured tasks will be given to individual students who need further support in developing skills to support their learning.

**Through Enrichment**

The department supports a number of national initiatives to promote e-safety such as Safer Internet day. At Key Stage Four, students also take part in the UK Bebras Computational Thinking competition.

**Through Teaching, Learning & Assessment**

In Computing we implement this through the delivery of a high quality of education, which places developing the computing concepts at the forefront of planning.

Student’s complete DIRT activities regularly as a matter of course in order to develop improve their work and correct their mistakes. The scheme of learning links directly to agreed assessment matrices, which are reviewed regularly. Various quality assurance activities are undertaken to rigorously ensure that the implementation of the computing curriculum has maximum impact.

**Through promoting Literacy**

Within each scheme of learning Key Stage Three and Key Stage Four, key words and concepts are highlighted and discussed. Work is marked for literacy.

**Through homework**

Key Stage Three student homework tasks that run in tandem with each scheme of work. At Key Stage Four students complete flipped learning homework tasks where they produce notes that inform the learning in the next lesson using video content.

**Curriculum Impact**

The impact of the Computing curriculum is measured through several means (in line with the whole school methodology):

* Outcomes for students at GCSE in Y11.
* Progress and attainment data for current year groups.
* Destinations data.
* Attendance data.
* Behaviour logs.
* Engagement in enrichment activities.
* Student voice.
* Progress towards the Gatsby benchmarks.