

# Church Hill School Computing Curriculum Implementation

## Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

**Respectful**

**Friendly**

**Determined**

**Kind**

**Courageous**

**Tolerant**

**Planning**

**Teaching**

**Assessment**

**Review and  
Development**

**Inclusion and  
diversity**

**Cultural Capital  
and Partnership**

Curriculum map divides curriculum into 7 areas and documents progression of knowledge and skills within each.

Planning for each unit is compiled of carefully sequenced lessons, allowing prior knowledge to be embedded and built upon.

Resources used within each year group allow for the progression set out in the curriculum map.

Teaching includes opportunities for exploration and experimentation using high quality appropriate technology.

Explicitly teach new vocabulary which is modelled and visibly displayed. Children are expected to use this accurately.

Symbiotic with other curriculum areas to provide opportunities for children to embed and hone their skills.

All pupils have regular opportunities to work collaboratively with peers.

Prior knowledge is assessed at the beginning of each unit to ensure lessons are ambitious and supportive for all children.

Assessment evidence is collected in a variety of ways including observation, evidence looks, subject leader surgeries, shared planning, videos, presentations, photos and sometimes, written outcomes.

Feedback is in line with school feedback policy which places a high emphasis on high quality, in the moment, feedback.

Subject Lead attends LA training and Subject Leader meetings to ensure full understanding of current best practise.

Subject leader undertakes:

Book looks

Subject Leader surgeries

Staff training

Shared planning

Learning walks

Lesson observations

All pupils have access to high quality computing resources in school and those without access to this at home are given additional opportunities to practise skills being taught.

Appropriate adaptations to programs and devices are made to allow appropriate access for all pupils

Progress within computing included in feedback to parents during termly parent/teacher consultations and in school reports.

Parents who have knowledge and expertise in computing are invited into school to work with/demonstrate to pupils.

Trips and visitors for children of all year groups to see computing being used for 'real' purposes.