Reach for the Stars

Computing Intent:

Through our computing curriculum at Oakridge we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We want our pupils to be able to use computational thinking and creativity whilst also understanding the importance of keeping themselves safe. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent end-users of technology but it is our intention to enable the children to develop creativity, resilience and problem-solving and critical thinking skills. We want our pupils to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.

Computing Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
Developing lifelong learners	**Metacognition through the canopy of The Oakridge Way**	• **Resilient**: Children develop resilience when creating algorithms to solve a particular problem • **Reflective**: They reflect and evaluate their algorithms which can sometimes lead to the children needing to debug and further reflect on their outcomes • **Resourceful**: The cover sheets for each unit have key vocabulary which can be used by the children to help in their current learning. • **Reciprocal**: When working in small groups or pairs, children share knowledge, learning resources, equipment and ideas in order to meet success criteria.
	Unique discipline in each subject	• Children are being given the opportunity to develop skills for the ever-changing technological world we live in. • Children have the opportunity to be creative in some units whilst also learning and understanding the importance of keeping themselves safe. • Practical learning activities gives the children hands on experience

	Secure fundamental basic skills in Reading Writing and Maths	• Children learn how computing can support data collection. • They collect, organise and present data in a range of ways. This knowledge can then be applied cross the curriculum. • Children have the opportunity to apply their knowledge of different desktop programs when presenting learning outcomes in other areas of the curriculum e.g. writing a newspaper in Publisher from their English learning or presenting knowledge from a history unit in PowerPoint.
Key Driver	Promoting	Rationale and Evidence
Enrichment	**Education visits, visitors, theme days, after school clubs, paired year group work**	• Use of the Saltmine theatre group, helped to deliver important messages about internet safety. • A range of activities and story resources are used to engage the children in the issues surrounding internet safety e.g. DigiDuck • The whole school takes part in Safer Internet Day each year. The theme is shared through an assembly and then each year group completes some activities around the chosen theme at an age appropriate level.
Key Driver	Promoting	Rationale and Evidence
Making a positive contribution	**The roots of 'The Oakridge Way'**	• They reflect upon their role as an online citizen and the way they should be respectful to each other. • Respect for the computing resources is important and therefore the children understand the importance of leaving the ICT suite neat and tidy for the next group. • Children think about their responsibilities online and how they can speak to trusted adults if they have concerns.
	British Values	**Respect** • The children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own. **Individual Liberty** • In computing we understand how to use our right to freedom of speech in a respectable and thoughtful way, being considerate of how this speech will affect others. We understand the freedom the internet and computers offer us in discovering information and connecting us with the world. **Rule of Law**

		• Children are expected to follow both school and class rules. They are taught specific skills within Computing allowing them to develop their skills of following rules. • Within the computing curriculum they also learn about algorithms, programming and control which again helps the children follow rules and shows them the importance of following simple instructions. • Children also learn about internet safety and the rules they must follow to keep themselves and others safe. **Democracy** • Children are learning to understand and be considerate to the views of other internet users. They understand that we are each part of the democracy of the internet and that we can each, in our own small way, affect the way the internet exists.
	Healthy Relationships	• Children are reminded on how to act when working as part of a team to produce an outcome • Children are taught about keeping themselves safe and this includes being a good global citizen when interacting with others
Key Driver	Promoting	Rationale and Evidence
Developing character	**Resilience**	• Children are reminded when completing outcomes, that making mistakes is normal and a learning point • Children need to use resilience when debugging a simple algorithm.
	Independence	• Some learning involves elements of choice and decision making • Children have the opportunity to use their computing skills to support other areas of their learning.
	A celebration of effort and hard work	• We celebrate computing with an annual golden book for computing assembly. • Marking in books reflects not only the outcomes but also the effort put into achieving the results. • Headteacher and Deputy Headteacher stickers are used to celebrate 'debugging skills.