Computing Curriculum Strategy

Intent	Implement	Impact
Computing is an essential part of the Oaklands curriculum. In today's world computing is significant part of everyone's day to day lives and young people should be at the forefront of new technology and innovation. Computing is not only a standalone lesson but also an integral part all learning. Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will actually equip them for the rest of their life. At Oaklands school we recognise the significant importance of teaching e-safety and ensuring our pupils can access the digital world in a safe and secure way and know the dangers when online. Every year group participates in lessons on e-safety in computing lessons and children are taught to understand how to stay safe when using technology. The curriculum is planned and sequenced to ensure students leave school as independent as possible in using popular software and key	In Key Stage 3 students will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Each of these skills will be taught through exciting half termly units. In Key Stage 4 pupils will follow either an Entry Level or functional skills pathway based on their progression through KS3. Both pathways follow the qualifications curriculum	Pupils access qualifications which are attainable and achievable. They leave with an appropriate level qualifications relating to core ICT skills. Work is moderated internally and externally using recognised examination boards. It is our imperative that pupils will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our pupils is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online. As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

skills in order to move on to the next stage of their life. This means that the curriculum is based on the teaching of functional skills with the aim of students being able to generalise and apply these in as many everyday contexts and in as many practical ways within the community as possible. We have the same high ambitions for each learner and the curriculum enables pupils to become effective users of technology who can understand and apply the essential principles and concepts including logic, algorithms and data representation; communicating ideas well by utilising appliances and devices throughout all areas of the curriculum.	content and are chosen based on the factor that they offer an end qualification and are also based on teaching the key skills of ICT that will help enable our students to leave with the necessary skills to succeed in their next chapter of life. They will continue to also be taught how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Teachers have vast experience in teaching ICT over a number of years. Regular meetings are in place to ensure all staff are supported by the head of department. Data/qualification results have proven that students make academic, social and emotional progress over the year. Feedback is linked to the whole school marking policy. The use of written/verbal feedback is used to check understanding. Pupil's progress is tracked through Onwards and Upwards I can statements This is to be updated over the next academic year. Students enjoy an environment in which all students experience an increased level of independence, challenge and supportive guidance.	Our Computing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.