St. Augustine's Catholic Primary School

We try to follow Jesus by loving each other and caring for God's world.

Vision for children	How we teach Computing	Content and Sequencing
At. St. Augustine's we aim to ensure that pupils know they live in a fascinating world that is enriched by the amazing information computing technology used around them. We want to encourage our pupils to understand how to use these tools of technology safely, so they can effectively engage, be entertained, research and be creative and play as part of a community and society. We aim to develop pupils understanding of the wider uses of technology that benefit their lives and help us to work together with other cultures, developing our pupils as both local and global citizens.	Computing content is taught In discreet subject specific lessons, but teachers also plan opportunities to embed the learning across the curriculum in other subjects. Learning objectives and success criteria are introduced at the beginning of every lesson. At the end of the lesson, pupils are invited to assess how well they feel they have met the learning objective. Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan and are included to ensure that misconceptions are recognised and addressed if they occur.	Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences.
Links to other subjects	**Enrichment**	**Retrieval Practice**
PSHE/RSE ~ Online Safety, health wellbeing and lifestyle **English** ~ writing composition, draft and edit **Maths** ~ data, graphs, pictograms, tally charts, shape and space **Science** ~ food chains, sound **Music** ~ improvise and compose music for a range of purposes **Art & Design** ~ studying artists, creating and manipulating images, colour, texture, pattern	**Make concrete** We bring abstract concepts to life with real-world, contextual examples and a focus on interdependencies with other curriculum subjects. This can be achieved through the use of unplugged activities, proposing analogies, storytelling around concepts, and finding examples of the concepts in pupils' lives. **Work together** We encourage collaboration, specifically using pair programming, peer instruction and structured group tasks. Working together stimulates classroom dialogue, articulation of concepts, and development of shared understanding. **Create projects** We use project-based learning activities to provide pupils with the opportunity to apply and consolidate their knowledge and understanding.	The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group). Pupils revisit themes through a new unit that consolidates and builds on prior learning. This style of curriculum design reduces the amount of knowledge lost through forgetting and ensures that connections are made within a theme in consecutive years. Multiple Choice Questions have been carefully chosen to represent learning that should have been achieved within a unit. A rubric tool helps teachers assess project-based work. Each rubric covers the application of skills and highlights whether the pupil is approaching (emerging), achieving (expected), or exceeding the expectations for their age group. It allows teachers to assess projects that pupils have created, focussing on the appropriate application of computing skills and concepts.

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