# Computing Rationale

Curriculum

Technology has become a part of everyday life for the children, families, and staff at Cavendish Primary School. Our vision, as a school community, is to equip our children with the knowledge, skills and understanding of computing that is necessary for them to successfully navigate through an ever-changing digital world. We follow the iCompute curriculum which is designed to allow children to learn about technology and its uses, develop computing skills, and apply what they have learnt in all areas of the curriculum and daily life.

The Computing curriculum is comprised of three core2` strands: Computer Science, Information Technology, and Digital Literacy. Together, these strands come together to teach children how computers and computer systems work, how to design, build and analyse programs, and how to find and manage digital information securely.

This includes lessons in coding and debugging computer programs in order to understand how computers and their systems work; online research, including evaluating sources for credibility; word and data processing; opportunities for creative expression through the creation of videos, websites, and animations; and lessons in online safety and data protection.

Progression

iCompute's curriculum is designed to build on prior learning and lessons are sequenced throughout the primary phase for progression where all learning builds towards clearly defined end points:

• End of unit
• End of year
• End of Key Stage

Teachers are provided with progression maps that help show how each unit builds on previous learning and how key knowledge and skills are revisited throughout the curriculum.

Assessment

The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. Each unit has key assessment opportunities that link to our progression framework. The assessment opportunities allow teachers to monitor the progress made by individual pupils and review areas where the class excel, or where learning needs to be revisited or consolidated.

Formative assessment opportunities are integrated throughout the units. These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation. Finally, an online end-of-unit quiz is also included in each unit. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. Formative assessment also enables teachers to quickly identify misconceptions and adapt teaching accordingly to meet the needs of all learners.