

Curriculum Subject: Computing

Equity

Intent

At Woodford Primary, we understand that technology plays a significant role in society today. Technology is a vital tool for enabling children to experience a window into other times, places and cultures.

We endeavour to deliver a high-quality computing education which equips pupils to use computational thinking and creativity to understand and change the world. Through our Computing curriculum, children are taught the skills, values and ethics to enable them to participate effectively and safely in our digital world. Our Computing curriculum enables children to become effective users of technology through a sequenced and coherent progression of learning across different technologies and programs. This enables children to understand abstraction, logic, algorithms, data representation and to write and debug programs through analysis and evaluation.

Expectations

- Substantive and disciplinary knowledge taught through the Purple Mash Computing curriculum
- Planned retrieval of online safety rules
- Key vocabulary is rehearsed regularly
- Technology is used in a safe and respectful manner
- Passwords are kept securely and children are respectful of others passwords

Opportunities

- Positive noticing
- Internet safety day
- Digital leader roles
- Purple mash home access
- Using a range of technology and platforms
- Coding crash courses
- Online safety parent training and newsletters to foster a shared understanding of safety for all children

Adaptations

- Personal, actionable feedback - often verbal
- Accessibility - large font/mouse cursor
- Mobile devices in quieter environments
- Text to Speech ability
- iPad vs PC
- Access to a curriculum using block coding to reduce literacy demand
- Consistency in approaches across the subject and school through a carefully planned and structured curriculum
- Unplugged activities

Diversity

At Woodford we understand the importance of diversity. Our curriculum is underpinned by British Values, ensuring that our children are digitally literate and can impact positively on society.

Individual Liberty: We understand how to use our right to freedom of speech in a respectful and thoughtful way, being considerate of how this speech will affect others both in person and through virtual means.

Mutual Respect and tolerance: We promote the use of images that are inclusive and diverse representing cultures, genders, ethnicities and family structures as well as challenging gender and cultural stereotypes of people in Computing jobs.

Democracy: We understand that we all interact with the internet through using and producing content and that we can each, in our own small way, positively affect the way the internet exists.

The rule of Law: We understand that there are rules governing the use of apps and websites and the consequences of misusing these. We understand that the rules are to keep everyone safe and to help the internet to be an enjoyable and engaging place.

Social Structures

- Meet and greet to positively start each lesson
- Talk partners
- Shared discussions
- Silent signals
- Consistent routines and expectations

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We understand that vocabulary underpins children's success in learning and it enables complex and computational thinking to take place.

CURRICULUM DELIVERY				
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.				
	Consistent Approach	Common Language	Teacher/TA Role	
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.	
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.	
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MITY' 'TITY' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.	Assessment and Curriculum Knowledge Content
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content. Assessment for learning.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it again.' 'Say it again better' 'MITY' 'TITY'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.	
Deliberate Independent Practice (You do)	Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.	
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?	
All children included in learning and have access to the curriculum content ~ Equity. All children secure new knowledge and progress with learning.				

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.