Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.		
Intent What will take place before teaching in the classroom? What are we trying to achieve?	**Implementation** What will this look like in the classroom? How do we deliver our curriculum?	**Impact** How will this be measured? What difference is our curriculum making?
The school's senior leadership team will:	The teacher sequence will:	Pupil Voice will show:
- Ensure that our school values are at the heart of the curriculum design - Ensure that I have appropriate time to develop, monitor and support staff in my subject. - Provide enough funding to ensure that technology is UpToDate and is in good working order. - Ensure sufficient CPD time is allocated for the development of staff ICT skills. - Support opportunities for my own professional development - Ensure that the requirements of the National Curriculum for Computing are met.	- Specify subject specific key vocabulary to be used and its meaning. - Teacher modelling of key skills - Opportunities to develop and practise key skill - Practical/creative - Learning outside of the classroom - Collaborative and well resourced - Children are able to evaluate their learning and compare their learning with others - Cross curricular links - Differentiation - Ongoing opportunities to apply learned skills and knowledge across the curriculum.	- A developed understanding of key skills as technology users at an age appropriate level - A secure understanding of key skills for all areas of the computing curriculum - A secure use of subject specific vocabulary allowing them the confidence to discuss their own work and identify their strengths and areas for development
As a subject leader I will:	**The classroom will:**	**Displays and books will show:**
- Understand and demonstrate knowledge of the computing curriculum. - Have a clear understanding about the nature of computing as a subject and a learning medium. - Support staff in the delivery of computing skills. - Model good practice in the teaching of computing and the use of ICT.	- Provide a safe and stimulating atmosphere where children want to learn more - Provide appropriate quality equipment that allows computing skills to be used in all for each areas of the curriculum - Have developed learning walls which highlight key skills, include actual pieces of work and carefully chosen vocabulary, which are regularly updated	- Pupils have had opportunities for practice and refinement of key computing skills. - Displays are a celebration of children's work that show developed and final pieces of work which showcase the skills learned. - Where applicable, displays are 3D and interactive

- Ensure an appropriate progression of computing skills, knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more.
- Ensure children learn new skills year on year and build on these skills as they progress through school.
- Keep up to date with current computing-teaching research and subject development through an appropriate subject body or professional group and disseminate information to colleagues as appropriate.
- Monitor year group planning and suggest how technology can be used to support outcomes in other curriculum areas.
- Monitor Computing, through observations, learning walks, discussion with staff and children, by checking the medium-term planning to ensure coverage and progression, and through analysis of learners' work
- Work with technicians to resolve problems and identify future technology requirements.
- Identify technology needs of staff and plan for appropriate training opportunities.
- Support subject leaders to develop the use of ICT resources and equipment in their curriculum area.
- Developing the Computing Policy, in consultation with teachers, the Head teacher and the Governing Body.
- Keep Acceptable Use Policies up to date.
- Advising and supporting teachers and support staff in relation to Computing and ICT, including contributing to in-service training.
- Plan and resource key computing events throughout the year e.g. Hour of Code, Safer Internet Day

- Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.
- Have appropriate key words and stem sentences displayed to support children's spoken language.

The children will be:

- Engaged because they are challenged by the curriculum.
- Resilient learners who overcome barriers and understand their own strengths and areas for development.
- Able to critique their own work as technology users because they know how to be successful.
- Safe and happy to explore in computing lessons because they have opportunities to explore their own creative development.
- Develop computational skills and confidence over time because of careful planning, focussed delivery and time to practise skills.
- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.
- Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.

- A clear learning journey which demonstrates progression of knowledge and skills that over time, all areas of the computing curriculum is covered.
- Differentiated work for all children to be able to access the learning
- Children are able to evaluate their learning and compare their learning with others
- Cross curricular links
- A varied and engaging curriculum which develops a range of computational understanding and skills.
- Clear progression of skills in line with expectations set out in the progression grids.

As the subject leader I will:

- Celebrate the successes of children through planned school displays
- Collate evidence over time which evidences that children know more and remember more
- Monitor that standards in my subject to ensure the outcomes are at the expected standards
- When applicable, provide CPD support to ensure that the impact of my subject covers a breadth and depth of learning
- Consider how well our children are prepared for the next stage of their education
- Ensure all children, including disadvantaged and SEN, have made progress
- Report to Governors about the above mentioned items

• Purchasing and the organisation of Computing and ICT resources. • Keeping up-to-date with developments in Computing teaching and learning, and disseminating information to colleagues as appropriate. • Annual survey of IT equipment and computing provision, use to inform next budget setting. • Consider how my subject supports PSHE and British values.		
The class teacher will, with support from myself:		
• Plan and resource specific learning for the children in their class, thinking about the end point and needs of their children. • Ask for support for any particular subject knowledge and skills gaps prior to teaching the lesson. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and material. • Walked through the lesson and tried out the software, app or skill prior to teaching the lesson. • Promote the use of technology in other areas of the curriculum.		