Computing Intent, Implementation and Impact Statement

Intent:
At The Vine Schools, we are committed to delivering a carefully designed computing curriculum that empowers pupils to embrace and use technology in an ever-evolving digital world. Following the Teach Computing scheme, our approach combines theory-based learning with practical sessions to enable pupils to understand the core principles of computational thinking. Our pupils will develop the ability to solve problems with creativity, resilience, and critical thinking, while applying these skills in real-world contexts and maintaining their online safety.

We aim for our pupils to become confident, independent, and digitally literate users of technology through high-quality teaching, a variety of software, and applications. Our curriculum ensures that all pupils are supported and challenged, with the aim of making digital literacy accessible to every child. By the end of their education at The Vine Schools, pupils will possess a breadth of experience that prepares them to operate confidently as responsible digital citizens and future workplace contributors.

Implementation:
At The Vine Schools, we introduce children to a broad range of technological devices, software, and applications through discrete computing lessons, ensuring depth of understanding and skill development in each topic. Where appropriate, computing is used to create meaningful links across the curriculum, allowing pupils to apply their computational thinking in diverse contexts.

Children will access a variety of devices, including Chromebooks, iPads (at Somerfords' Walter Powell only), programmable robots, and Microbits. These resources expose pupils to different ways of implementing computational thinking and problem-solving. The curriculum provides balanced coverage across the key strands of Information Technology, Computing Science, and Digital Literacy. Pupils experience all three strands in each year group, with knowledge and vocabulary becoming increasingly complex, building on prior learning.

In Key Stage 1, pupils begin by learning about algorithms and progress to the design and debugging of their own algorithms in Key Stage 2. The curriculum is designed to ensure progression and development over time, with a clear focus on computational thinking.

Additionally, we implement a broad, balanced, and progressive online safety curriculum that has been developed from the Education for a Connected World Framework. This curriculum equips pupils with the skills needed to recognise online risks, protect themselves, and be positive digital citizens. Online safety is taught both proactively and reactively, with topics explored through links to other areas of the curriculum, including reputation and bullying in PSHE, as well as through discrete lessons.

Impact:
The computing curriculum is designed to ensure learners revisit and consolidate key knowledge across their primary school journey, with the complexity of subject knowledge and vocabulary increasing year on year. This ensures progression through key stages and a clear understanding of computational concepts.

By the end of their primary education, pupils will be digitally literate, prepared for their next stage of learning. They will have received training in various software and hardware, enabling them to use technology effectively, responsibly, and safely. Pupils will be able to apply their computational thinking skills across different contexts, ensuring they are well-prepared for the demands of the 21st century.