

Rationale for Computing

We follow Rising Star's Switched On Computing as the core of our curriculum. The key threshold concepts ('big ideas') that shape what pupils will explore are:

- Programming
- Computational thinking
- Creativity
- Computer networks
- Productivity
- Communication/Collaboration

Our curriculum is chunked into units of learning linking the threshold concepts as appropriate.

Content, software, hardware and apps for the teaching of computing are determined by subject leaders to enable our progression of knowledge and skills model. Individual teachers are responsible for planning opportunities to apply knowledge and skills in other subject areas as well as for retrieval practice for previously learned content.

Mastery and depth of learning is defined as:

- Mastery (end of milestone): pupils meeting or mastering the end of key stage expectations and progress over time.
- Depth (day to day/across a year): pupils understanding lesson content well enough and being able to use and/or apply knowledge/skills

Assessment tasks are set by teachers through the Rising Stars Progression Record to prove that pupils are gaining a deeper understanding of the programme of study skills.

Nothing is learned unless it rests in long-term memories