Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

Teaching & Learning

As a School, for this subject, we cover digital literacy and use of creative technologies through Cornerstones topics. Coding is covered using a variety of resources, such as Scratch, Scratch Junior and Beebots which provides a broad and exciting framework. E-Safety is covered discretely during E-Safety day and through discussion in learning activities. We use the four developmental stages of the Cornerstones scheme and children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting hooks linked through topics.
- ✓ **Develop** the necessary, age appropriate skills in computing.
- ✓ **Innovate** their own ideas in the light of their previous experiences and learning.
- ✓ **Express** knowledge and skills effectively in a variety of ways.

EYFS:
- ✓ To know how to operate simple equipment.
- ✓ To show an interest in technological toys with knobs or pulleys, or real objects.
- ✓ To show skill in making toys work by pressing parts or lifting
- ✓ flaps to achieve effects such as sound, movements or
- ✓ new images.
- ✓ To know that information can be retrieved from computers.
- ✓ To complete a simple program on a computer.
- ✓ To interact with age-appropriate computer software.
- ✓ To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes.

KS1:
- ✓ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ✓ create and debug simple programs
- ✓ use logical reasoning to predict the behaviour of simple programs
- ✓ use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ✓ recognise common uses of information technology beyond school

✓ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

KS2:
✓ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
✓ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
✓ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
✓ understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
✓ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Planning

EYFS:

Planning will be on the relevant plan for EYFS.

KS1 and KS2:
✓ Planning will work through the Intended Curriculum Learning Intentions.
✓ Planning will be taken from Cornerstones and Twinkl and recorded on the Medium-Term Plan.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.
✓ Differentiation of Resources
✓ Differentiation by Task
✓ Differentiation by Support
✓ Differentiation by Response/Outcome

Resources

Currently in school, teachers and children have access to wireless internet, Interactive Clevertouch boards in all classrooms, a computer suite equipped with 16 monitors, plus microphones and speakers, a class set of iPads, a class set of ASUS Slate tablets, a variety of digital cameras/recording devices, control hardware – Beebots, variety of software that supports skills across the curriculum.

Adults in school take responsibility for ensuring equipment which needs charging is plugged in for the next person to use.

If the resources you require are not there, please inform the Computing Subject Leader immediately so an order can be placed with the office.

Marking & Feedback

Feedback is given verbally during the speaking and listening and reading processes. Evidence will be stored on Pupil Shared in class folders or in books. In books work will be marked with a positive comment in green. Next steps will be recorded in blue, as appropriate. Next steps will be necessary if the topic being taught follows a series of sessions that are linked together.

Assessment

Assessment for Learning will take place in the sessions. Summative assessment will take place twice a year (Term 4 and 6) and be recorded on the Cornerstones tracker. Pupil conferencing will take place (terms 2, 4 and 6) to identify the child's perspective of their learning and progress.

EYFS/KS1/KS2

In EYFS children will work towards the Early Learning Goal Understanding of the World. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

In KS1 and 2 children will work to the national curriculum. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

(National Curriculum September 2013)

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.

To be reviewed – September 2021