Intent

At Dallimore Primary and Nursery school we have chosen to use The Teach computing scheme of work, as this is closely aligned to the National Curriculum and was devised in collaboration with the DfE. To ensure children have a good understanding of Online safety, we are all using the Project Evolve materials owing to its compliance with the National Curriculum and the fact it is based on the 'Education for a connected world' document.

Pedagogical approaches

All lessons will begin with online safety, teaching children about self-image and identity, online relationships, online reputation, online reputation, online bullying managing online information, Health, well-being and lifestyle, privacy and security, copyright and security. Following this, children will quickly recap prior learning and then build on this with the new learning. This retrieval practice will ensure that learning in retained long-term memory. There is a mixture of both offline and online tasks to ensure that concepts are understood offline before online tasks begin online. Teach computing is also a spiral curriculum, so concepts are built on annually and build effective schemas of connected knowledge.

Sequencing of learning

All units of learning are split between 6 lessons. The scheme is a spiral curriculum, so all year groups will be teaching the same unit at the same time with progression for each year group. ProjectEvolve will be taught in sequence in the following order: self-image and identity, online relationships, online reputation, online reputation, online bullying managing online information, Health, well-being and lifestyle, privacy and security, copyright and security. Timings for each strand may vary between Year Groups owing to varying objectives per strand.

Teachers' Expert knowledge

To develop subject knowledge, staff are proactive in asking the subject leader for advice. The scheme we have chosen is fairly prescriptive, so as to help staff feel more confident to teach computing. As a subject leader, I try to keep abreast of changes to both schemes and legislature, aim to regularly attend CPD opportunities.
Each unit guide provides a teacher help guide and detailed subject knowledge that teachers require.

Semantic and procedural knowledge

Semantic and procedural knowledge is mapped out across each unit and within lesson. These progress throughout the year groups and build on previously taught material. The curriculum map details these composite and component parts through lesson objectives and success criteria.
Procedural knowledge is taught via demonstration and repetition across year groups allowing children to retain this procedural knowledge in the long-term memory.

Assessment

Teachers regularly ask questions to ensure understanding of concepts. These concepts are then moved into online applications, so independent learning of knowledge can be assessed.
At the end of each unit, summative assessments are provided to assess whether knowledge has been retained. This is used to inform progress and attainment on iTrack.

Vocabulary

Teach computing provide a glossary for all of the Tier 3 language that is expected to be learnt throughout its units. Relevant vocabulary should refer to the glossary for standardised definitions.

Impact

Impact will be measure by pupil voice interviews, computing scrap books and scrutiny of slides top check for curriculum coverage and fidelity to the scheme.