

DEEP DIVE:

Curriculum area:

Computing and coding



**Belle Vue
School**



**Cornfields
School**

'Improving life chances'



INTRODUCTION

In September 2019, Ofsted introduced changes to the inspection framework. They continued to report on all aspects of a school, as set out in section five of the Education Act 2005, but changed the judgement headings and introduced a 'quality of education' judgement.

The revised inspection methodology, which supports the education inspection framework, has combined aspects of the previous key judgements of 'teaching, learning and assessment' and 'outcomes' to provide a more holistic view of standards, particularly focusing on the curriculum.

The new methodology also saw the introductions of 'deep dives', which involves gathering evidence on the curriculum intent, implementation and impact. The Ofsted deep dive is one of the key elements of the new Ofsted inspection framework's curriculum focus.

In any school, the primary focus must be the education pupils are receiving day to day in the classroom. In order to establish if what pupils are receiving in the class is a quality education, we must be clear on the purpose of what we are delivering.

We have therefore utilised the Ofsted 'deep dive' framework as a system to ensure we are focussed on the quality of education and are able to accurately direct resources to achieve an outstanding curriculum. Our staff have looked at the subjects we offer and our cohort of pupils. Our staff have reflected and asked the questions.

1. What is the intention of this programme of study? (Intent)

Only when we can answer this question do we move on to the next question.

2. How should we best deliver this programme of study? (Implementation)

Only when we can answer this question do we move on to the next question.

3. How will we know we have been successful? (Impact)

At the core of our deep-dive approach is to consider and evaluate how education flows from intention to implementation to impact within our school. Without doing this, it would be impossible to form a valid judgement on the quality of the education we provide. Moreover, in completing the deep dives, we are able to ask ourselves pertinent questions and are able to accurately identify areas for improvement, from which we are able to quickly respond to provide necessary improvements in the quality of the education we deliver.

In summary, the deep-dive approach adopted by Ofsted has been developed to allow for accurate assessments of the quality of education to be made. It has been seen that this assessment process is a highly effective tool and we have embraced this tool as a regular feature of our self-assessment process in considering the quality of education we offer.

CURRICULUM AREA: COMPUTING & CODING

Intent

The computing sequence of work aims to equip pupils with basic skills by developing their talents, interests and passions – and promoting computing as a fun and emotionally connected subject area. It is also worth noting that the sequence is open to diverse learners, and not confined to those with an empathy for computing, maths or gaming. It intends to develop a pupil's interest and knowledge of several aspects of technology, including creativity, logic, coding, elementary control systems, hardware and software – and working towards multi-level qualifications up to GCSE.

The sequence of work applies a creative learning approach that meets the needs of our diverse pupils, many of which prefer kinaesthetic learning. Carefully planned and resourced lessons will combine theory with hands-on practical work allowing for experimentation and 'trial and error'.

Implementation

The sequence of works at Cornfields and Belle Vue is intended to be taught as a series of topics. This is to enable pupils to build upon previous learning and to explore topics appropriate to their level.

The units are designed to be delivered in a creative way, using a broad range of approaches including group working, paired exercises and solo work. Across the curriculum, pupils will have opportunities to explore the application of technology in the world, learn coding with visual tools such as scratch and python, and use industry-recognised skills to code control devices like Arduino Projects.

Impact

Computing is an extremely important subject for all pupils to learn in society, as IT reaches all aspects of our lives. It is included as a Functional Skill at all levels of development. Computing and coding develop problem solving and can lead to better brain development, increases in human connection and even stress relief.

At Cornfields and Belle Vue, our sequence of work provides an effective curriculum that combines theoretical and practical elements. Pupils will gain the confidence of working with different kinds of technology and these skills will be invaluable for later life.

Our pupils are naturally very social, so it's important that we encourage them to build relationships by providing them with experiences to share with each other. They will work both as individuals and in teams to reach shared objectives. Computing allows pupils to develop their planning, maths skills – reading and writing skills as organisation, numeracy, comprehension – and communication skills are improved through project tasks. Moreover, computing provides opportunities for further studies and workplace opportunities.

Pupils will also build resilience and confidence using AQA Awards. These will provide recognition for each pupil and also help them to build a portfolio of achievement that prepares them for further study.

IN SUMMARY

The core purpose of our schools is to 'improve the life chances of children'. In short - we aim to reverse and eradicate the known correlation between poor outcomes in life - and factors that have made pupils vulnerable to underachievement at school. We achieve this by going above and beyond, setting high expectations and improving outcomes by working together with others.

We have a clear and compelling vision about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Our school ethos and curriculum are firmly embedded with a belief that we can powerfully address social disadvantage.

We are clear about the end points the curriculum is building towards - and what pupils need to know and be able to do to reach those end points. Our school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught previously.

Ofsted has outlined that schools who take a radical approach to the curriculum - with effective sequencing, structure and implementation - will be assessed favourably. We welcome this autonomy and believe that the curriculum needs to be radically reviewed, as doing more of the same will result in the status quo of underperformance of disadvantaged groups being the norm.

A well-constructed, well-taught curriculum will lead to pupils learning more and - and therefore achieving positive results. We aim to ensure that all of our pupils acquire the knowledge and cultural capital they need to succeed in life.