

Intent

The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

It is designed to encourage the development of the Priory values: wisdom, curiosity, generosity, courage and passion alongside meeting the specific needs of our community. Pupils study the full curriculum as exemplified by the National Curriculum. The curriculum at Ling Moor is designed to ensure that all children have the academic and social aspiration to be true citizens of the world. Key drivers of the curriculum are aspiration, academic opportunity, appreciation of diversity and understanding of their impact upon the world.

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Our Computing curriculum ensures that children are able so safely and successfully use technology in their learning and wider lives. We believe that children should learn not to be **slaves to technology but masters, not consumers but its creators.**

They will have:

- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- A clear understanding of networks and systems.
- An ability to create and communicate media.
- Confidence in processing data and sharing information.
- Competence in programming

Implementation

The computing curriculum followed at Ling Moor is designed by the National Centre for Computing Excellence (NCCE) and is part of our work with the regional Computing Hub.

The NCCE curriculum is progressive between years and key stages and designed with a spiralling content – key themes and skills are revisited to ensure learning builds progressively and retrieval of prior knowledge takes place. It is aligned to the National Curriculum yet flexible to fit the themes that are being learnt in other areas of the curriculum.

The curriculum is carefully planned to ensure that the children have access to common software and hardware that they will need to master in order to be successful in future life. Through the use of specific software, apps and hardware the children develop the knowledge to successfully program.

E-safety learning is crucial in keeping the children safe in the digital age. Alongside the NCCE curriculum, Education for a connected world provides a clear framework for learning the knowledge of how to stay safe when online and using technology.

The NCCE curriculum allows us to align the computing curriculum based on evidence from cognitive science; three main principles underpin it:

- learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

This ensures *sustained mastery*: Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

Impact

As users of technology, at the end of each Key Stage, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding.