

# How we teach the wider curriculum

## Computing

At St Peter's, Cowfold our vision is to embed computing in as many learning opportunities as possible. This will provide our children with concrete experiences of when and how they can use digital media in different aspects of their lives. Through stimulating and challenging experiences children will continue to develop their love for learning and through this become, confident and independent users of a range of hardware. In the ever-changing digital world, we aim to provide all children with not only the skills to use the technology that exists today, but the life-long thinking skills and passion to continue to develop their love for computing through secondary school and beyond.

## Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

## Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs.

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

### Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

### Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

### Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

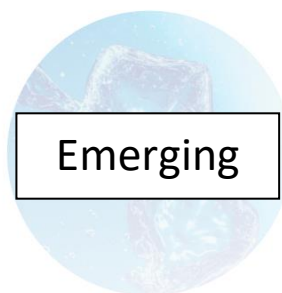
## Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

## Assessment

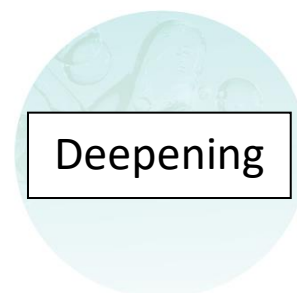
We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



Low-level cognitive demand. Involves following instructions.



Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.