INTENT

At Marwood Primary School the planning and teaching of computing is an essential part of the curriculum; a subject that not only stands alone but is woven through and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be able to discerningly make use of the latest technologies to support them in all aspects of their lives. Computing within our school aims, therefore, to provide a wealth of learning opportunities and transferrable skills explicitly within the computing lesson and across other curriculum subjects. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

Our curriculum will:
- Enable children to find, explore, analyse, exchange and present information.
- Develop the skills necessary for children to be able to use information in a discriminating and effective way. Ensure that children know more, remember more and understand more in computing so that they leave primary school computer literate in programming, multimedia, technology in our lives and handling data.
- Develop pupil's learning in the acquisition of knowledge of the world around them that ensures all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Build a computing curriculum that prepares pupils to live safely and make healthy, positive choices in an increasingly digital British and global society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

IMPLEMENTATION

The curriculum is led and overseen by the computing lead. As computing lead, a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further.

We have:
- Clear progression through computing skill outlined in our curriculum map which provides coverage in line with the National Curriculum.
- Teaching and learning will facilitate progression across all key stages within the strands of digital literacy, information technology and computer science.
- Access to resources which aid in the acquisition of skills and knowledge.
- Children will have increasing access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications

- Children will have the opportunity to explore and respond to key online safety issues such as digital communication, cyber-bullying, online safety, security, extremism, plagiarism and social media.
- Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning such as in PSHE and RE.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.

IMPACT

- Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.
- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.
- Children will have a strong skill set in digital literacy, information technology and computer science and be able to apply those skills widely.
- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.
- Children will be equipped to be able to make healthy, safe choices when online

COMPUTING IN EYFS

It is important in the Early Years to give children a broad, play based experience of computing in a range of contexts, including outdoor play. Children in Early Years settings, experience a wide range of technology throughout their play including; ipads, computers, CD players, bee-bots and interactive whiteboards. They use these forms of technologies to access age appropriate software, to provide opportunities for mark making as well as supporting their imaginative play, often re-enacting real life experiences both inside and outside of the classroom. Children thrive on the ability to incorporate technology into their learning and through careful planning of their continuous provision. Early Years practitioners are able to provide a number of devices for children to use competently and independently, to support child-led learning. In addition to this, technology is a fantastic tool to enable children to build confidence, control and improve language development through specific online programs. Recording devices can support children to develop their communication and language skills further as well as building simple IT skills. This is particularly useful with children who have English as an additional language or children who have communication challenges.

Computing Lead is: Alun Dobson