



MILLDENE PRIMARY SCHOOL

COMPUTING CURRICULUM



Intent

Through computing, our pupils will become responsible digital citizens, who are able to use their skills and initiative to become active participants in a digital world.

The aim is for all pupils to:

- Receive an exciting, challenging and relevant computing curriculum.
- Use computing as a tool to enhance learning throughout the curriculum.
- Develop skills, strategies and knowledge to use computing throughout their later life.
- Become critical and reflective learners with a 'can do' attitude, particularly when engaging with technology.
- Enhance their learning in other areas of the curriculum through the use of computational thinking.
- Develop an understanding of how to use computing safely and responsibly.

Implementation

At Milldene Primary School, Computing is mainly taught through an adapted Purple Mash scheme, which is broken down into varying topics. The curriculum focuses on the three key areas of computing: computer science, information technology and digital literacy; it directly links with the school's progression of key computing skills, which focuses on:

- Designing, writing and debugging programs;
- Using logical reasoning to explain algorithms;
- Understanding computer networks;
- Using technology purposefully;
- Selecting and combining a variety of software;
- Evaluating digital content;
- Using technology safely, respectfully and responsibly.

The Early Year Foundation Stage follow the school history curriculum and objectives link closely with the 'Communication and Language' Early Learning Goal statements.

Where applicable, other software may be used alongside the Purple Mash Planning. For example, in Years 2 and 5, Excel will be used for spreadsheets, as this is more pertinent to the real world. Equally, EYFS will use a range of equipment to extend their understanding of communication and language.

Across the school, Computing is usually taught as a discrete subject. Where possible, pupils are also given the chance to extend themselves further by applying their computational skills across the curriculum. For example, Year 5 use spreadsheets in their 'Allotment' topic to calculate costings.

Impact

Assessments are made through a combination of observation, discussion, written work, presentations and projects. In KS1 and KS2, the computing skills progression statements are used for periodic assessment. These are aligned to the school curriculum. Teachers update assessments at least bi-annually and record these on Target Tracker.

In EYFS, pupils' progress will continuously be monitored and the curriculum amended to support interests, needs and opportunities.

Monitoring

A monitoring action plan is created each year to ensure this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation. Support will be offered to teachers where 'areas for development' are identified.

This policy should be read inline with the current E-Safety policy.

Renewal

This policy is revisited on a yearly basis and amendments are made where appropriate.