

FULMER INFANT SCHOOL

COMPUTING POLICY



INTENT

At Fulmer Infant School, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Our Computing curriculum focuses on progression skills in Computer Science, Information Technology, Digital Literacy and online safety to ensure that children become competent in safely using, as well as understanding, technology. These skills are revisited repeatedly to ensure that the learning is embedded and that the skills are developed.

Aims:

- To understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation
- To analyse problems in computing and have repeated practical experience in order to solve such problems
- To explore information technology, including new or unfamiliar technologies
- To become responsible, competent, confident and creative users of information and communication technology.

IMPLEMENTATION

Computing is taught in discrete weekly Computing lessons. In EYFS teachers use 'Mini Mash' scheme of work and in KS1 teachers use the 'Purple Mash' scheme of work, published by 2Simple. Every lesson in the scheme has been individually planned so that it can meet the needs of all of our pupils. The scheme has been closely referenced against the 2014 National Curriculum attainment targets, in order to ensure progression and coverage of all specific Learning Objectives.

At Fulmer Infant School, we believe that discrete focused Computing tasks develop depth in their knowledge and skills over the duration of each of their computing topics. We have 20 laptops, 26 ipads and tablets enabling each child to access the tasks independently. Children are encouraged to develop word processing skills through teacher support for knowledge of the keyboard and its specific uses. Floor robots such as 'Bee Bots' are available for children to learn simple programming and demonstrate understanding of algorithms and debugging.

Where appropriate, meaningful links will be made between the computing curriculum and the wider curriculum. Often, lessons are enhanced by Computing skills including English where children create news reports, fact files or book reviews. In Music, children are encouraged to use 2Beat to compose simple rhythms or percussion tunes. In Maths, children access online platforms to consolidate their learning of specific concepts. In addition, they prepare information for Data Handling demonstrating understanding via 2graph using pictograms. Utilising cross-curricular links motivates pupils and gives purpose to their learning. They are supported to make connections with specific subjects using previously taught skills as they progress throughout KS1.

IMPACT

The implementation of this curriculum ensures that, when EYFS and KS1 children at Fulmer Infant School transition to their next school in KS2, they will be competent and safe users of IT with an understanding of how technology works. They will be able:

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- To create and debug simple programs
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- To apply their skills in computing to different challenges going forward.

Throughout their journey in our school, children will have been working towards becoming digitally literate and it is hoped that they will be able to use and express themselves and develop their ideas through, information and communication technology, at a level suitable for the future and as active participants in a digital world.