Willow Bank Infant School
Vision and Rationale for Computing

Vision

What we want to see in the future

ICT prepares pupils to participate in the rapidly changing world in which work and other activities are increasing driven by ever changing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how ICT enables them to access images, sounds and information from a wide range people, communities and cultures.

As pupils develop their ICT skills, they show evidence of independent learning, making informed judgements and are able to consider the implications of using ICT in a variety of situations.

At Willow Bank Infant School, the term 'ICT', is interpreted as the use of any equipment which allows pupils to communicate or manipulate information electronically. It also applies to resources, such as programmable toys, used to meet Foundation's Early Learning Goals.

Intent

Our principle aims at Willow Bank Infant School are to provide all pupils with the opportunity to develop their computing skills to their full potential, through a stimulating and enriching curriculum. We also want to ensure that all teachers and teaching assistants are confident and competent in using ICT as a tool for the effective teaching and support of the curriculum.

We believe that accessing computing and being safe online is crucial in enabling our children to fulfil their potential. Pupils will be taught to use appropriate programmes to complete a range of tasks. They will learn how to design, create and debug programmes as well as being able to use a range of technology safely and responsibly to achieve their potential. Year group intents link to digital literacy, e- safety and coding.

EYFS

- To use a mouse to find a specific programme and access it through the desktop.
- To understand not to talk to strangers and that a digital device must only be used with the permission of an adult.
- To give instructions to make something happen.

Year 1

- To log on and off using a username and password and use the keyboard to input text.
- To understand what personal information is and that it is important that we keep this private.
- To design and create a simple programme including being able to make objects move and disappear on screen when they are clicked.

Year 2

- To know how to double click and be able to save and open work using a specific programme such as Word including copy and pasting images.
- To use keywords to safely search online.
- To begin to distinguish between kind and unkind behaviour online.
- To understand what algorithms are and how they are implemented as programmes.
- To begin to debug a code when there is a problem.

Implementation

Curriculum Rationale

Our Computing curriculum map has been developed to ensure coverage and progression across foundation stage and key stage 1 based on the content outlined in the National Curriculum.

Our medium terms plans have been carefully brought together from the Wokingham Computing Scheme of Work to set out the learning objectives for each lesson, identifying the resources to be used. Each computing

lesson will begin by recapping our school "Online Safety Rules" and by revisiting and consolidating previous learning. Through the use of careful modelling, skilful guidance, clear expectations and scaffolding of learning the children will become successful, competent digital citizens working together in groups to create digital content and use technological equipment safely.

Computing

A high-quality computing education equips children to use technology to explore, analyse, create, exchange and present information. The core of computing is computer science, in which children are taught the principles of information and computing, how digital systems work, and how to put this knowledge to use through programming. Computing is taught in it's own right but has deep cross curricular links with mathematics, science, and design and technology. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Children can connect with a wide range of people and communities.

Esafety

E-safety is an important feature of computing education. Children are taught the importance of staying safe on computers and how to stay safe on the internet. As part of our e-safety policy, children only use the internet in school when they are supervised. The school has at home access to purple mash, spelling frame and education city, as well as Microsoft teams, which provides opportunities for work in school and at home.

Curriculum Impact

A variety of methods are used to find out what the children know and understand. Activities are differentiated to suit the different abilities and learning styles. Computing lessons allow for collaborative learning and thus encourage children to talk in pairs, small groups or through class discussion, to share learning. Examples of the children's work is saved on the computers or on purple mash and can be printed out for display purposes.

At the end of each term the teacher in KS1 carries out an assessment of the class and records which children are working at below or above the expected level.

Computing monitoring includes lesson observations and/or learning walks, pupil voice interviews/questionnaires in order to ascertain correct curriculum coverage, the quality of teaching and learning as well as the children's attitudes to and retention of computing learning. This information is then used to inform further curriculum developments and provision is adapted accordingly. Staff are also asked to complete a skills audit to identify if there are any gaps in confidence or areas where training is needed.