



Bellfield Infant School

Computing Curriculum Policy

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment” (UNICEF, Article 29).

At Bellfield Infant School, we aim to provide a Computing and Digital Literacy curriculum that supports the overall aims of the school and develops knowledge, skills and understanding that will enable children to respond to the demands of a rapidly changing technological world.

Aims

The school’s aims are to:

- provide a relevant, challenging and enjoyable curriculum for computing for all pupils;
- meet the requirements of the national curriculum programmes of study for computing;
- use ICT and computing as a tool to enhance learning throughout the curriculum;
- to respond to new developments in technology;
- to equip pupils with the confidence and capability to use ICT and computing throughout their later life;
- to develop the understanding of how to use ICT and computing safely and responsibly.

The Curriculum

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes outlined in the programme of study.

EYFS

By the end of Reception children should be able to:

- recognise that a range of technology is used in places such as homes and schools.
- select and use technology for particular purposes.

Key Stage 1

By the end of Key Stage 1 children should 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
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- Recognise common uses of information technology beyond school.

Assessment

Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity. Summative assessment takes place each term and every child in the school is assessed against the National Curriculum objectives.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, work book scrutiny or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Cross curricular links

All staff are aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and computing should be incorporated into all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.

Linked Policies:

PSHE Policy

Assessment Policy

Safeguarding Policy

E-safety Policy

Equality and Inclusion Policy

The revision and updating of this policy will be completed by the Computing Coordinator in September 2021.