

SUBJECT ON A PAGE

Computing

AT RIDGEWAY FARM WE UNDERSTAND THE IMMENSE VALUE THAT TECHNOLOGY PLAYS NOT ONLY IN SUPPORTING THE COMPUTING AND WHOLE SCHOOL CURRICULUM BUT OVERALL IN THE DAY-TO-DAY LIFE OF OUR SCHOOL. TECHNOLOGY PLAYS SUCH A SIGNIFICANT ROLE IN SOCIETY TODAY AND WE BELIEVE OUR CHILDREN MUST LEARN A RANGE OF COMPUTATIONAL SKILLS TO PARTICIPATE SAFELY AND SUCCESSFULLY IN OUR EVER CHANGING DIGITAL WORLD.



Intent – We aim to...

Provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient.

Develop pupils who know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.

Develop pupils who become digitally literate and are active participants in a digital world.

Develop pupils who are equipped with the capability to use technology throughout their lives.

Develop pupils who understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.



Implementation – How do we achieve our aims?

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.

Computing teaching will deliver these requirements through our half-termly units. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered whether combined or discreetly.

Purple Mash

We use and follow the Purple Mash scheme of work from Year 1-6, ensuring consistency and progression throughout the school.

Lessons are broken down into weekly units, usually with two units taught per half term. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, Touch-typing.

Online Safety

There is a progression document for teachers to use to teach Online Safety in Year 1-6. These cover the following strands: Online reputation, online bullying, privacy and security, Copyright and Ownership and Managing Online Information and Self Image and Identity.



Impact – How will we know we have achieved our aims?

Children can articulate their Computing learning.

Children are making good progress through the Computing curriculum.

There is a wide range of evidence (photo, video and saved documents on Purple Mash) that shows children's practical learning and their performance in lessons.

Children have a positive attitude towards Computing and are able to use technology confidently when they leave Year 6.

Children will understand the importance of staying safe whilst using technology and know how to keep themselves safe.