

**National Curriculum Purpose of Study**  
 A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**National Curriculum Aims**  
 The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

SCHOOL KEY DRIVERS	
<b>Oracy</b> to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.	
<b>Diversity</b> to develop our children’s horizons and understanding of a variety of lifestyles within a broad, cultural curriculum	<b>Community</b> to develop our wish to be a central part of the local, national and world community
<b>Environment</b> to continue to reinforce that we value the environment and feel passionate about its management	<b>Enquiry</b> to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.
<b>Risk</b> because children need to learn to assess and manage risks by having fun and a little bit of danger!	<b>Enterprise</b> to support our children in developing more independence and the opportunity to show initiative

**National Curriculum Content:**  
 Pupils should be taught 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
- recognise common uses of information technology beyond school
- 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.

Working hard to ACHIEVE our best	
<b>A</b>	<b>Aiming</b> high through an <b>Active</b> curriculum which is <b>Accessible</b> to all in order to <b>Achieve</b> the very best that we can
<b>C</b>	<b>Challenging</b> ourselves within a culture of <b>Care, Cooperation</b> and <b>Community</b>
<b>H</b>	<b>Helping</b> each other to achieve within a <b>Happy, Healthy</b> and <b>Hard-working</b> environment
<b>I</b>	<b>Inspiring</b> others to be <b>Independent, Involved</b> and ever <b>Improving</b>
<b>E</b>	<b>Expecting</b> the very best of ourselves and others and always aiming to be <b>Excellent</b> in all that we do
<b>V</b>	<b>Valuing</b> every individual and providing <b>Varied</b> learning experiences
<b>E</b>	<b>Encouraging</b> everyone through our <b>Enthusiasm</b> and <b>Eagerness</b> to be our very best

**Spiritual, Moral, Social and Cultural development through the teaching of Computing**

**Spiritual**  
 Computing supports spiritual development by looking at how ICT can bring rapid benefits to discussions and tolerance to an individual’s beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others’ belief systems.

**Moral**  
 Computing supports moral development by looking at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.

**Social**  
 Computing supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.

**Cultural**  
 The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can’t.



