<h1 style="text-align: center">Rationale for Computing</h1>

Our curriculum is designed to meet the expectations outlined in the National Curriculum and Early years foundations stage (EYFS) statutory framework. To support the Early years development, we use the Birth to 5 matters (non-statutory guidance.)

<h2 style="text-align: center"><u>Intent</u></h2>

At Bramley C of E Infant and Nursery School, we aim to develop computer literate children that thrive in modern society. From an early age, we ensure that children are exposed to computing vocabulary, observe adults with technology and interact with devices on a meaningful level.

We design our curriculum to enhance computing in other subject areas such as English, maths and music – allowing children to embed and experiment with their new found skills.

Threaded within all computing, we highlight and enhance E-Safety – developing users who are conscientious of their online responsibilities. We discuss cyber bullying, its effects and varieties. We explore the sharing of personal data and social media. Most importantly, we identify technologies that are safe for children to use and what to do if they see something inappropriate.

<h2 style="text-align: center"><u>Implementation</u></h2>

EYFS

In the Early Years Foundation Stage, children are exposed to technology in the world around them. They are encouraged to think about and interact with the mechanics of simple technology. Touch screen devices are introduced when ready, allowing children the formative skills of switching tablets on and off, interacting with simple applications and practising to login securely. This progresses and prepares children for computing in Key Stage 1.

KS1 and Purple Mash

In KS1, computing lessons follow the *Purple Mash* scheme of work, aligned to the National Curriculum. Tasks are broken down into units that target specific computing skills; coding, data input, data retrieval, programming, search, sharing, and E-Safety.

During continuous/directed provision, children revisit prior computing learning with their own *Purple Mash* login – allowing autonomy and independence. All *Purple Mash* activities can be saved for teachers to track and assess.

Purple Mash also allows learning to be accessed and extended from the home environment.

<h2 style="text-align: center"><u>Impact</u></h2>

The school's teaching of computing is measured and assessed in a variety of ways. This informs the impact of our work and continuous reflection moving forward.

Assessment

Assessment in EYFS is predominantly formative, observing children as they interact with technology and develop foundation skills in computing.

Moving toward KS1, learning is measured against Purple Mash activities as formative and summative assessments. Activities are saved securely online for teachers to access and track learning goals.

Observations

To ensure computing remains progressive, we observe lesson inputs and independent activity in class. Pupil engagement forms part of observations, where some are asked to explain what they have learnt and why it is of value to them.

Pupil Voice

To enrich our curriculum design, we ask children for feedback. Each term, we meet with a selection of children from each year group. Children tell us the things they enjoy about reading and things they might like to try moving forward.