## Computing Curriculum Vision

What is our school's vision? Our vision is to support children in becoming creative, independent learners and ensure they develop a healthy relationship with technology. At our school we value and recognise the contribution that technology can make for the benefit of all pupils, staff, parents, governors and society. We strive to provide safe opportunities in computing to motivate, inspire and raise standards across the curriculum. Everyone in our school community will be equipped with the digital skills to meet developing technology with confidence, enthusiasm and prepare them for a future in an ever-changing world.

We want our children to be creators and innovators not just mere consumers of digital content. The idea of the children as digital creators is what underpins our planning and computing units. Our children are taught to understand that technology is an integral part of modern life and the key to the future is to harness and understand technology's potential. Computing is a constantly evolving subject that involves solving complex problems, being able to collaborate with others, learn from mistakes and refine solutions.

Our computing curriculum is designed to be easy to follow, with logical sequenced steps that will equip all children with the essential skills and knowledge they need to use technology safely and creatively. It has numerous cross circular links with art, mathematics, science and design and technology. When planning we ensure that children can build on their understanding, as each new concept is taught with opportunities for children to consolidate and reapply their skills and knowledge throughout the year. Each computing unit is planned to provide new challenges and variety, to ensure we keep the child's interest at a maximum. There is a strong emphasis on improving computing/digital vocabulary, core fundamental digital skills and computational concepts. Our computing units are organised into a series of hour long whole-class lessons, with the children working together on the same lesson content at the same time. Every unit have reflection and assessment points, this ensures that all children can process and articulate the concepts within the lesson before moving to the next activity, with no pupil left behind. The children create their own digital learning journals that record their understanding and tell their own story of the content they create. These journals and the content the children create illuminate their progression as digital storytellers, problem solvers and showcase mastery of computing.

Here at our school we believe safety is paramount. We promote and model a balanced digital life, recognising that amongst the many positives that technology has to offer, risks exist, and children need to be taught to manage their digital lives properly. We strive to model and educate our children to use technology creatively, positively, responsibly and safely. Our curriculum supports the key aims of the government's Internet Safety Strategy (Digital Literacy / UK Council for Child Internet Safety (UKCCIS) framework) of supporting children to stay safe and make a positive contribution online, as well enabling teachers to develop effective strategies for understanding and handling online risks.

We believe there are core digital skills that children must possess if they are to meet our school's vision of independence, creativity and a healthy digital life.

- 'All children must have a basic understanding of coding and how the web works.'

- 'All children must be able to evaluate online information and be social media savvy.'
- 'All children must understand online safety rules and know how to report and block.'
- 'All children must be proficient with word processing and able to use cloud storage.'
- 'All children must be able to create visually engaging content/presentations in order to present learning to others.'
- 'All children must have experience of online collaboration and using communication tools.'
- 'All children must be taught the concept of personal archiving and possess their own digital portfolio of work.'