

# Computing at Mulberry

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”  
*Benjamin Franklin*



## Computing

At the Mulberry we believe in a computing curriculum that is coherent and equips children with the skills and knowledge they need to use technology safely and creatively. Computing is about solving complex problems, being able to collaborate with others and learn from mistakes. We want children to become independent and to have fun with technology with scope to develop 21st century skills. Our curriculum meets the interests of all learners, sequenced with a range of rigorous, creative activities and open ended challenges based on the essential requirements of the computing programme of study. We also ensure children can build on their understanding, as each new concept and skill is taught with opportunities for children to revisit skills and knowledge as they progress through the school.

### During Foundation Stage at Mulberry

Pupils are taught to:

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

### During Key Stage 1 at Mulberry

Pupils are 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

### During Key Stage 2 at Mulberry

Pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

		<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• The Computing curriculum map shows the units to be covered each term</li> <li>• There is a medium term plan for each unit of work</li> <li>• Plans and resources are adapted to accommodate the pupils with SEND/higher ability and those new to English.</li> </ul>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching is delivered by teachers and HLTA's.</li> <li>• E-safety runs throughout the whole year as appropriate</li> <li>• Internet Safety Workshops are provided to each year group throughout the year.</li> </ul> <p>During Computing lessons, pupils:</p> <ul style="list-style-type: none"> <li>• Learn how to use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• 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.</li> <li>• recognise common uses of information technology beyond school</li> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> </ul>	
<p><b>Marking and feedback</b></p> <ul style="list-style-type: none"> <li>• Pupils are given immediate verbal feedback during the lesson.</li> <li>• Peer and self-assessment</li> </ul>	<p><b>Resourcing and display</b></p> <p><b>ICT Suite:</b></p> <ul style="list-style-type: none"> <li>• Displays are kept up to date and relevant to themes, displaying key vocabulary and concepts that are being taught in computing.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Resources are stored in the ICT Suite.</li> <li>• A range of equipment is available for the children.</li> </ul>	
<p><b>Assessment</b></p> <p><b>Formative KSI and 2:</b></p> <ul style="list-style-type: none"> <li>• Each unit is assessed as it is completed. This enables us to monitor progress across the subject.</li> </ul> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Each child's level of development is assessed against the early learning goals by their teacher and key worker.</li> </ul>	<p><b>Monitoring</b></p> <p>Monitoring is undertaken by subject leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> <li>• learning walks during lessons</li> <li>• discussions with pupils about what they have learnt</li> </ul>	