In conjunction with....

Social Networking Policy, E safety and GIST policy and Remote Learning Policy

A Curriculum Policy Statement for: Computing 2025

Philosophy:

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.

Computing, previous known as ICT is a cross-curricular subject that has a critical role in enhancing the learning process at all levels of the curriculum and across a broad range of subjects and activities. Used correctly the subject prepares today's children for tomorrow's technological future. The advances made in the world of technology during recent years have had a significant impact on our everyday lives. Already, in today's world, computers and information technology form an essential part of everyday life. Now, with the growth of the Internet and the easy accessibility of home computers, it is vital that we encourage pupils to gain confidence and capability in the use of ICT to prepare them for adult life.

Our main aim is to make all children 'ICT literate', defined in the National Curriculum as "...characterised by an ability to effectively use ICT tools and information sources to analyse, process and present information in order to model, measure and control external events".

Computing Intent Statement:

When planning the Garswood computing curriculum the first step was to consider how the National Curriculum objectives would gel with our school and our philosophies and local society and history. We wanted to ensure diversity and equality were a considered feature of our teaching as well as a big part of our computing displays. We considered the importance of showing equality in gender, race and ability throughout the computing world.

Online safety was also a high priority within our computing curriculum as we have recently increased our online presence as a society and as a school with online learning. Children's knowledge and capability when using the Internet has significantly increased when compared to the same time five years ago, however, this also means children's understanding and vulnerability has become greater consideration and it has never been more important to ensure they are fully prepared to tackle the virtual world.

At Garswood we believe 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.

At Garswood we believe Computing, is a cross-curricular subject that has a critical role in enhancing the learning process at all levels of the curriculum and across a broad range of subjects and activities. Used correctly the subject prepares today's children for tomorrow's technological future. The advances made in the world of technology during recent years have had a significant impact on our everyday lives. Already, in today's world, computers and information technology form an essential part of everyday life. Now, with the growth of the Internet and the easy accessibility of home computers, leaning communication platforms (such as Microsoft Teams) and virtual learning, it is vital that we encourage pupils to gain confidence and capability in the use of computational thinking, to prepare them for adult life.

At Garswood our main aim is to make all children 'ICT literate', defined in the National Curriculum as "...characterised by an ability to effectively use ICT tools and information sources to analyse, process and present information in order to model, measure and control external events".

Children will attain the necessary *breadth of study* by being given opportunities to work with a range of information, explore with a variety of tools and devices, and compare the different uses of ICT.

To ensure that the ICT programmes of study and attainment targets are translated into practical and manageable teaching plans, children will be taught in line with the agreed focus materials. The Curriculum map combines the activities and objectives from ilearn2 teach computing and project evolve (for online safety objectives) should be referred to in order to see which units of work should be taught when. This plan also specifies continuous work and cross curricular links with various aspects of the 2014 curriculum.

Key Stage 1 objectives:

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

Key Stage 2 objectives:

Pupils should be 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Computing in the Curriculum:

Computing time within the suite is broken down into two sessions. One session for the computing lesson and the other session to focus on an area of the curriculum. This is also the case when children are using class laptops and iPads within classroom time. Computing and computing skills are embedded into the Curriculum to give children the opportunity to use computing alongside other subjects working to their own specified requirements to research information. This allows children to...

- Build creativity opportunities into planning for the class based on skills-based objectives
- Devise activities that allow children to pursue their particular interests
- Plan learning opportunities with a cross-curricular approach
- Plan for a range of teaching and learning styles so children have the opportunity to show their creativity e.g. role play, hands on experimentation, problem solving, discussion, collaborative work
- Give children clear but challenging and achievable goals
- Share objectives with the children and give them opportunities to choose ways of working and how to shape the direction of work
- Use stimulating starting points to capture interest and fire imagination
- Actively encourage questioning

Teaching Approaches (Advisory):

At Garswood all teachers share responsibility for making their pupils computer literate. This means that all teachers themselves will need to become 'computing' literate to an appropriate level – acting as role models with their use of computing. The computing co-ordinator will provide support and assistance for this and is responsible for monitoring computing throughout the school.

Class teachers are responsible for their own class organisation and teaching style in relation to the teaching of computing, but at the same time must ensure these reflect the overall aims and philosophy of this policy. Due to the varied nature of computing, direct teaching will be carried out either to pairs, small groups or a whole class situation. Children will sometimes be grouped by ability (mixed or similar), age (in mixed age classes) or in mixed friendship groups. There may be occasions when software or a specific skill might need to be introduced to an individual child depending on the specific task. This will allow children to work on individually prepared tasks with work matched to each child's own development needs.

Pupils should experience the frequent use of computer technology, readily increasing their independence and ability to choose the appropriate software for a given curriculum activity. Computing should be embedded in all other subjects, with Smart Televisions, iPads, class laptops and whiteboards being used to enhance lessons in an exciting, *interactive*, stimulating way wherever appropriate. ICT should incorporate the multi-sensory approach to learning (VAK). Appropriate classroom strategies should be adopted to ensure equal access to all aspects of computing for all

children. Teachers, above all, need to praise and value children's computing achievements, however big or small, in order to develop their confidence and self-esteem with regards to computer science.

The range of software and planned activities should provide for the progression of skills and concepts, and the practical application of these. Where activities are lengthy, rotas may need to be used to record individual pupils' access to computers, using a flexible timetable where necessary.

Planning and Implementation:

Garswood researched and invested in specific schemes to help and advise:

iLearn2 provides computing activity packs to cover the Key Stage 1 and 2 Computing Curriculum. The packs include activities for a variety of software across multiple platforms, providing children with a wide range of skills. The activity packs are updated **EVERY** week, helping learn and teach the latest digital skills. ilean2 coverage ensures **progression of skills**, which are mapped out from years 1-6, providing full curriculum coverage. The e-safety and many other activities are also mapped to the Education for a Connected World (2020)

Teach computing: funded by the DfE. Built around an innovative progression framework where computing content has been organised into interconnected networks called learning graphs. The Teach Computing curriculum is structured into units for each year group, and each unit is broken down into lessons. Units can be taught in any order, with the exception of programming, where concepts and skills rely on prior knowledge and experiences.

ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials.

These schemes have been edited and combined to develop sequencing and build up progressional knowledge in order to develop a cyclic Computing Curriculum at Garswood. Units have been colour coded so that teachers can revisit past learning skills and knowledge easily before teaching the next progressional step. This ensures children revisit concepts and skills before building on next steps. We have also retained our commitment to equality and diversity within our computing knowledge in each year group.

To meet the aim of delivering this comprehensive set of substantive and disciplinary concepts, Garswood follow a combination of Project Evolve, EfaCW, iLearn2 and Teach Computing, these are outlined in the Curriculum Map and then localised further into a set of hyperlinked sequences

Inclusion:	Our Garswood computing curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation
Aims:	Underpinning the intent are key concepts and the National Curriculum Computing statements for Key stages 1 and 2. These are further refined with key substantive and disciplinary concepts:

Substantive concepts:	Definition
Computer Science	The technical design. The design of new software, the solution to computing problems and the development of different ways to use technology.
Information Technology	The technical knowledge. The design, use and understanding of hardware and software; computers and electronic systems for storing and using information.
Digital Literacy	The technical skills. The ability to use information and communication technologies to find, create, evaluate, and communicate information.

Disciplinary concepts:	Definition
Code	Using and writing codes to produce instructions and algorithms; to solve problems; to test and use logic and sequences against inputs and outputs.
Connect	Being able to safely, efficiently and confidently digitally connect with others.
Communicate	Being able to safely, efficiently and confidently use apps and information technology to communicate ideas.
Collect	Being able to safely, efficiently and confidently find, evaluate, store, sort and use appropriate data.

Garswood wants the National Curriculum programmes of study to be translated into practical and manageable teaching plans, children will be taught in line with the agreed schemes above. The Computing curriculum plan below, will be referred to in order to see which units of work should be taught when and essential sticky knowledge and learning end points. This plan also specifies continuous work and cross curricular links. Each unit is broken down into individual sequence plans and all documents are internet liked to specific areas.

Resources:

A variety of computing resources are available in the school. In the Foundation Stage there are two PC's, two ipads per setting (three in Nursery) and a Smart TV in Reception class Nursery settings. In Key Stage 1 each classroom has a PC all working at Windows 10 OS or above. There are Smart TV's in every classroom and curriculum learning room across the school. Years 4, 5 and 6 there have shared access to bays of four computers outside their classrooms. All computers are networked to link up to the main server.

In addition to this we have a computer suite. This provides 22 networked computers, an Interactive Whiteboard, and a variety of software. All members of staff have signed a policy to indicate they will work on One Drive through Sharepoint to work on the school network remotely via a cloud based server from home.

There are also 15 iPads; situated in the Year 6 classroom to aid with specific interventions around AI based programmes to aid children's specific needs in English and Maths. Media creation and evidencing through SeeSaw as well as music and PE recording facilities and transition to high school as well as many apps that relate directly to the new computing curriculum. Focus on coding, multimedia and transitions.

In the Key Stage 1 classrooms the computers are located on a low table so that they are at an appropriate height for infant children. The children in year 1 also have access to 5 iPads (slightly older with reduced apps) so they can access touch screen technology within their curriculum.

Years 2 – 6 children each have access to a timetabled session with the bank of 15 iPads located in the Year 6 classroom and have 5 laptops donated to school from the DfE as part of the COVID lockdown funding. All classes also have at least two PCs within classroom settings or in a bay outside the classroom for curriculum use.

Each member of staff has been allocated their own school laptop and iPad. These are both used to evidence children's work through SeeSaw (as per social media policy) and plan and prepare lessons via the cloud-based server. All laptops are accessed through the central St Helens network with a specific username and password and all documents are saved via SharePoint on a cloud-based server and work account.

The development of central resources is the responsibility of the Computing co-ordinator. Maintenance of all resources is the responsibility of everyone. Teachers are responsible for the day to day care of their classroom computers and for the software that they use. Any problems must be logged on the St Helens team fault log as soon as the problem arises; indicating the problem, location and person it is connected to. The fault log can be found as an icon on every computer desktop. This will flag up a reactive call at St Helens Town Hall which can often be resolved within the week rather than on the half day visits. Computers are not to be moved about, disconnected, or exchanged unless prior agreement has been obtained from the Computing co-ordinator or the Head Teacher. Ipads and cameras, and any other mobile devices such as twitter phone, must be signed out using a book in the central office if they are to be taken off site.

Teachers are also responsible for ensuring that all children know where resources are kept and the rules governing their access and use, particularly with regards to safety and privacy. The Computing co-ordinator, in consultation with the teachers, will review the allocation of hardware and software annually. Microsoft Office 10 and 10 OS will be used as the core software package. These include word processing, presentation, database and spreadsheet functionality. Other software packages will be used to support and extend the children's' computing capability. A list of current software will be maintained by the Computing co-ordinator. Over the course of their learning here at Garswood pupils will have an opportunity to use a range of hardware and other peripherals.

These will include:

- Desktop computers
- Interactive Whiteboards
- Smart TVs
- Network printer (Photocopier)
- Digital cameras and HD camcorders
- media centre editing equipment (IPads)
- Microphones
- Control applications (including Bee Bots)
- IPads (with APPS changing regularly) for staff and pupil use

An audit of the software installed on the network will be held by the Computing co-ordinator. No software can be installed without the use of the administrator's password held by the St. Helens Team.

Assessment and reporting:

Given the rapid changes in the world of computing it will be necessary to annually monitor the effectiveness of this policy and make any amendments as necessary. Use of computers throughout the school is also monitored through observational reports, work scrutinities (evidenced on SeeSaw) and Pupil voice in which the Computing coordinator focuses on a different aspect of computing including planning, assessment, observation of teaching, standards etc...

This monitoring will take place through:

- Access to teachers' half-termly sequences (offering help and support if necessary)
- Lesson observations
- Project Evolve monitoring half termly (online safety)
- Half Termly 'skills' assessments through SeeSaw based on Sticky Knowledge
- Discussing with teachers the effectiveness of software and computing activities
- Looking at assessment checklists of knowledge and skills attained by the children
- Self-Assessment by pupils
- Pupil Voice (both around online habits and computing curriculum within school)
- Whole staff review of the Computing Development/Action plan

Children's work will be assessed, by either the class teacher, computing teacher (Key Stage 2) or teaching assistant, during each major experience in line with the programmes of study. Assessment of computing as its own subject will follow the sequences provided in connection with the Computing Curriculum Map and through a combination of ilearn 2 and Teach computing objectives. (With Project Evolve providing assessment opportunities in online safety). Assessment should be built into computing lessons at the planning stage, e.g. teachers should have a clear idea of what and who (individuals, pairs or groups) they want to assess, and what their focus will be. Each activity planned on SeeSaw should be allocated to a specific 'skill' taken from the sticky knowledge on the computing curriculum map and then rated after the activity has taken place.

Computing should be assessed in a variety of ways:

- Observation of a child or group during a task
- Discussion with children about their activity
- Examination of saved work in their SeeSaw journal
- Children's own evaluation of their work
- Highlighting of objectives through SeeSaw and Foundation summative assessments.

These assessments should then be used to inform future planning and provide information about individuals and groups, as well as provide information for parents. The assessments should be undertaken throughout the Key Stages and are the responsibility of the class teacher. Teachers should also carry out evaluations in order to form the basis for future planning, both long and short-term.

These evaluations should focus on:

- Children's progress and achievements
- Appropriate use of hardware and software
- Coverage of the National Curriculum

Teachers should record pupils' progress and achievements by keeping a checklist of the knowledge and skills attained by each child in their class as and when they are achieved on SeeSaw under the progress tab. As part of the annual report to parents' comments should be made referring to a child's capability in computing.

Impact:

Children who leave Garswood Primary School and transition to KS3, leave with competent skills underpinned by a body of knowledge. Through regular meetings with teaching staff and pupil voice we generate a good understanding of current knowledge within school.

Children screen shot work which is stored on their private Teams channels and save documents within their private 'documents' folder to provide evidence of skills they have developed in each unit.

Computing is delivered in accordance with the statutory entitlement as specified in the National Curriculum (September 2014). 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*

Children will attain the necessary breadth of study by being given opportunities to work with a range of information, explore with a variety of tools and devices, and compare the different uses of computing.

Foundation Stage (Rec and Nursery):

Sequenced across Nursery and Reception the EYFS curriculum has been formed from the statement of the statutory educational programme of Knowledge and Understanding of the World which states "listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. (EYS Framework - Understanding the World)"

EYFS - Precomputing skills: The skills and experiences taught below will feed into the National Curriculum objectives the children will encounter in KS1. They will give them the necessary knowledge and processes to generate the first steps on the progressional ladder towards the National Curriculum computing end points.

Children will enter the early years setting with varying levels of experience of using computers. Some children will have considerable experience of the use of computers and remote-control type toys. However, there will still be a need to direct these skills into more focussed learning. In addition, there will be children who will be using the computer or other computing equipment for the first time. Computing can be an exciting and motivating activity used to develop many important areas of learning.

Children in Foundation stage have computing opportunities, available freely on continuous provision. (Two networked PCs in Reception and a Smart TV in Reception and Nursery are available during continuous provision within the Foundation Stage setting) Teachers need to encourage children to observe and talk about the use of computing in the environment and to encourage children to show each other how to use computer-based equipment.

Role of adult with Foundation Stage computing:

- Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob.

- Draw young children's attention to pieces of apparatus they see or that they use with adult supervision.
- When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you are there.
- In CP, pupils can explore how programmable devices work, such as washing machines, mobile phones, etc. Model this technology, pretending to send messages across the world to people we know, giving an opportunity to talk about how devices are connected and how to stay safe on the internet.
- Help pupils develop an understanding that computers in their school are connected together and to computers in the outside world.
- Encourage children to speculate on the reasons why things happen or how things work.
- Support children to coordinate actions to use technology, for example, call a telephone number.
- Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tablets.
- Provide a range of programmable toys, as well as equipment involving computing, such as computers.

Related Issues:

Maintenance

In order to keep maintenance to a minimum any faults should be reported to the St Helens portal via the desktop icon (St Helens Team IT portal) as soon as the problem arises to log a reactive call. All equipment should be shut down when finished with to avoid overheating and crossing computer log ins. Programmes should be closed down correctly, and computers should be shutdown in a controlled manner.

Health and Safety

To minimise the likelihood of accidents the children will be advised on the correct use of computing equipment, such as:

- Pupils should not spend more than 40 minutes out of every hour in front of the screen
- Computers should be stored safely in the classrooms so that their cables are not easily accessible or hanging dangerously
- Children will not be allowed to use the main electrical socket connected to computers and Smart TVs
- Smart TVs should be placed at an appropriate height for the year/group using them, or where this is not the case a specially designed box/step should be used

Special Educational Needs / Gifted

All children should have access to a broad, balanced curriculum, which includes computing. Support for individual children will be provided whenever possible and is the responsibility of the class teacher, support staff or SEN co-ordinators as appropriate. Children will be encouraged to develop at their own pace and equipment will be provided at an appropriate level. Here at Garswood we recognise that computing can provide an important motivational tool for SEN pupils. With specialised software and small group work, learning opportunities for SEN children can be increased. Familiarity gives confidence and this breeds enjoyment and motivation. This has been demonstrated to be particularly evident for children with special educational needs.

All children will be monitored for specific computing skills and talents in this subject area and recruited into clubs and activities to promote and encourage that talent.

As computing lead, a list is created of all children who have an EHCP or specific computing need across the school. The computing lead will work with class teachers and SENCo (and through

parental discussions were appropriate) to be aware of and provide for any specific needs these children will need with regards to accessing the computing curriculum.

Equal Opportunities

Every pupil regardless of gender, race, cultural background, ability, or any sensory or physical ability should receive equal access to develop their computing capability. Computing is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of the individual teacher to plan their pairs and groupings so that this is achieved. Computers can play an important role in language development, topic work, problem solving and investigations. Therefore, it is important that we move away from the image of computers as complicated pieces of technology and look towards using them as a resource that is familiar to each and every child in the class.

Staff Development

Teachers need to become familiar with the educational uses of computing as well as the hardware and software that supports it. This will constantly change as teaching and learning methodologies evolve and technical developments allow computing to be used in curriculum applications. One of the greatest investments must be in the training and familiarisation of teachers and support staff. All teaching staff have had previous access to training and other software/hardware training opportunities through school staff meetings and outside agencies.

Future inset needs must be identified through:

- School development planning
- Curriculum review and evaluation
- Co-ordinator needs
- Individual needs

All staff must have training in and be aware of how to use the following software:

- SeeSaw *(evidencing and activity preparation)*
- Project Evolve *(Online safety objectives linked to Education for a connected world)*
- learn2 Curriculum *(Suggested activities and progression links to objectives)*
- Teach computing curriculum *(back up suggestions and alternative teaching sites and styles)*

Information Technology		Computer Science	Digital Literacy	
Word processing Data Handling Presentation Animation Video creation	Photography Digital Art Augmented reality Virtual reality Sound creation	Computational thinking Programming Networks	Self-image and identity Online Relationships Online bullying Online reputation	Managing online behaviour Health wellbeing and lifestyle Privacy and security Copyright and ownership

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.

How to use the Curriculum Map:

The above titles for each half term are linked with Various online resource hubs (see below) and in a lot of cases link with the history/geography or science topic for the year group half term, providing an associated computing link. Please use the National Curriculum, Focus statements, linked sequences and 'sticky knowledge' to back up these topic links in each case. These websites below provide vital resources and further information with regards to each objective.

www.llearn2.co.uk

Login: lesley.moon@sthelens.org.uk
Password: garswood

https://teachcomputing.org

Login: lesley.moon@sthelens.org.uk
Password: D3nisirwin

https://projectevolve.co.uk/

Login: lesley.moon@sthelens.org.uk
Password: D3nisirwin

www.twinkl.co.uk

Additional online resource hubs

- www.stem.org.uk/primary-computing-resources
- https://www.bbc.co.uk/bitesize/subjects/zyhbwmn
- www.icompute-uk.com/
- code.org
- www.kapowprimary.com

www.barefootcomputing.org

Login: lesley.moon@sthelens.org.uk
Password: garswood3

Important people/events to cover in assemblies:

- Alan Turing
- Ada Lovelace
- Steve Jobs
- Bill Gates
- Charles Babbage
- James Gosling
- Philip Don Estridge
- Mark Zuckerberg
- Grace Hopper

Also see influential people and texts for computing divided up into half terms and year groups for children to review within computing lessons.

Les Moon January 2025

Computing
Our Vision
At Garswood

This is our vision for computing at Garswood Primary School. We foresee that computing will be used creatively within all areas of the curriculum to support teaching and learning and become a stimulating and enjoyable resource, which enables children to investigate and discover a medium for their own investigating skills. We envisage that computing will allow children to make excellent progress in skills that will be useful to them in 'real world' situations and future careers. We promote computing to become an embedded tool within our learning environments to promote an interactive workspace that children will utilise and adapt independently.

At Garswood we believe a high-quality computing education equips children to use computational thinking and creativity to understand and change the world. The core being computer science, in which we are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. By progressing in this we are equipped to use information technology to create programs, and systems. Computing also ensures that we, as pupils, become digitally literate at a level suitable for the future workplace and as active participants in a digital world.

At Garswood we predict that when used correctly, computing will prepare us for tomorrow's technological future. The advances made in the world of technology during recent years have had a significant impact on our everyday lives. Already, in today's world, information technology forms an essential part of everyday life. We envisage the continuing growth of the Internet and accessibility within homes and beyond. We are committed to encouraging our peers to gain confidence and capability in the use of computational thinking, to prepare them for adult life.

At Garswood our main aim is to make all children 'ICT literate', defined in the National Curriculum as *"...characterised by an ability to effectively use ICT tools and information sources to analyse, process and present information in order to model, measure and control external events".*

We are aware of the expanding world of information and communication technologies and aim to keep up to date with progress being made with progress in technologies that we.as adults, will be aware of in the home and office environment which will give us the opportunity to explore these new technologies and theories as they arise.

We envisage our staff and teachers at Garswood will be supported by our computing lead and technicians and receive regular updates to changes being made and new opportunities available to reduce workload and encourage the sharing of resources created giving more efficient access to a greater amount of data.

We are confident our school computer infrastructure will be robust and reliable ensuring efficiency and appropriate access. Computing should facilitate the networking of schools within the local authority through active directory and virtual learning environment and expand these boundaries wherever possible with conferencing facilities.

At Garswood we want to promote the accessibility and enjoyment computing can bring to all while demonstrating its potential in all areas of the curriculum that will benefit our families for many years to come.

GIST Team - Garswood Primary School – 2024