



## THOMAS'S FULHAM COMPUTING POLICY STATEMENT

### INTRODUCTION

This document is a statement of the purpose and aims for the teaching and learning of Computing at Thomas's Fulham. The curriculum follows the requirements of Key Stage 1 and 2 of the National Curriculum as well as giving the children opportunities for further exploration in areas they find most interesting or challenging.

#### **Background**

The 2014 national curriculum introduced a new subject, computing, which replaced ICT. This represents continuity and change, challenge and opportunity. It has given Thomas's the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live in.

The syllabus created at Thomas's London Day Schools meets national curriculum expectations and provides long-term value by providing the framework to ensure independence from specific technologies. With the ever increasing pace of digital change, the frequently updated curriculum provides the underlying skills and knowledge framework, rather than a specific list of software and hardware to be learned. Computer science is about ideas and concepts rather than technology. It is a body of knowledge and techniques and dates relatively slowly.

#### **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 other STEAM subjects, 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 and devices work and how to put this knowledge to use through programming with algorithms. The key concepts covered are logic, evaluation, algorithms, patterns, decomposition, debugging and abstraction. Building on this knowledge and understanding pupils are equipped to use information technology to create programs, systems, robotics and a range of content. A range of key 21st century digital learning skills are used to support the pupils in this including tinkering, creating, persevering and collaborating.

Computing lessons, supported by the use of technology in other subjects, also ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through,

information and communication technology – to prepare them for the future workplace and as active participants in a digital world.

## **AIMS**

There are three distinct, but interrelated aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL). The aims below reflect this distinction:

### **Computer Science**

All pupils can understand and apply the fundamental principles and concepts of computer science and computational thinking, including abstraction, logic, algorithms and data representation. All pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

### **Information Technology**

All pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

### **Digital Literacy**

All pupils are responsible, competent, confident and creative users of information and communication technology.

As a response to changing attitudes to technology in the classroom, all teachers at Thomas's Fulham share the responsibility for promoting and enhancing digital literacy. Teachers in older year groups may use the Thomas's Learning Platform and Seesaw to communicate and set digital tasks for pupils. Pupils in Years 3–6 have 1:1 iPads that are used to support and enhance their learning in all curriculum areas. In all year groups pupils use iPad technology in the classroom to further embed digital literacy into the wider curriculum, reaching beyond the computing classroom.

At Thomas's Fulham it is the computing teacher's responsibility to ensure that correct and relevant literacy skills remain a key focus for all pupils whilst completing any written task in computing. Encouraging pupils to read computing material and understand its content is essential to enhance and develop the learning of all pupils as they move up the school. Continuing to support and reinforce all aspects of literacy in computing it will enable pupils to progress effectively.

The reinforcement of mathematical skills and knowledge within computing must also be implemented where appropriate to highlight its importance and relevance in education and with a view to everyday life.

The computing department acknowledges that children learn, achieve and progress at different levels and in different ways. The computing teacher plans differentiated lessons to ensure children have access to and engage in a significant, relevant and challenging curriculum. All planning, teaching and learning is created with regard to the school's SEND, EAL and Most Able Policies.

**See also:** [EAL Policy](#), [Online Safety Policy](#), [ICT Acceptable Use Policy](#), [Most Able Policy](#), [Photography and Personal Devices Policy](#), [SEND Policy](#),

<b>This policy will be reviewed annually</b>			
Latest Review: January 2020	By:	Catherine Mangan and Bevan Hill	Changes made
Next Review: January 2021	By:	Catherine Mangan and Bevan Hill	