



Mastery in Computing at Charlton Kings Infants' School 'Building computer users'

Beliefs and values:

At CKIS we want to engage and inspire pupils to develop a love of computing and have skills ready for the 21st century, increase their self-confidence, creativity and sense of achievement by teaching them that:

- Computing is an important part of the curriculum and can provide a safe and non-threatening environment for learning. It has the flexibility to meet the individual needs and abilities of each student and can promote access for all pupils.
- Computing can be used to give children access to a rich source of materials and present information in new ways, which can help pupils to understand, assimilate and use it more readily. Computing can motivate and enthuse pupils.
- At CKIS we see computing skills as essential skills in the modern world. To this end we integrate them in to our curriculum wherever possible.

Mastery teaching and learning in Computing:

In the **EYFS** (Kindergarten and Reception), children experience computing through a wide range of learning opportunities. These are linked to the Early Years Framework and Development Matters. Children:

- Use a range of Information Technology. They have the opportunity to a range of resources, including; laptops, I pads, voice recorders, interactive smart boards and programmable toys/equipment. We encourage all of our students to access these engaging resources with increasing independence to equip them with the skills they need to be confident computer users.

In **Key stage 1**, teaching and learning builds on the work in EYFS and learning objectives are linked to the National Curriculum. Children 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

Monitoring, Evaluation and Improvement:

Assessing children's achievement is planned into computing teaching and used in subsequent teaching. Examples of work are kept in the computing portfolio, which is supervised by the computing co-ordinator. Ongoing assessment is performed by the class teacher and entered into our whole school assessment package. Assessment data allows teachers to target children that need either reinforcement or extension in specific areas and allows for progress to be documented. Teachers undertake informal weekly assessments through observations, discussion, questioning and marking and will record any necessary notes and use this to inform future planning.