National Curriculum 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 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.

National Curriculum Aims
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.

SCHOOL KEY DRIVERS	
Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.	
Diversity to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum	**Community** to develop our wish to be a central part of the local, national and world community
Environment to continue to reinforce that we value the environment and feel passionate about its management	**Enquiry** to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.
Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!	**Enterprise** to support our children in developing more independence and the opportunity to show initiative

National Curriculum Content:
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

Working hard to ACHIEVE our best	
A	**Aiming** high through an **Active** curriculum which is **Accessible** to all in order to **Achieve** the very best that we can
C	**Challenging** ourselves within a culture of **Care**, **Cooperation** and **Community**
H	**Helping** each other to achieve within a **Happy**, **Healthy** and **Hard-working** environment
I	**Inspiring** others to be **Independent**, **Involved** and ever **Improving**
E	**Expecting** the very best of ourselves and others and always aiming to be **Excellent** in all that we do
V	**Valuing** every individual and providing **Varied** learning experiences
E	**Encouraging** everyone through our **Enthusiasm** and **Eagerness** to be our very best

Spiritual, Moral, Social and Cultural development through the teaching of Computing

Spiritual
Computing supports spiritual development by looking at how ICT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.

Moral
Computing supports moral development by looking at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.

Social
Computing supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.

Cultural
The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.