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| **Rationale for Computing** |
| **‘I can do all things through Christ who strengthens me' – Philippians 4v13**  We have a vision for everyone at Bridgemere to be lifelong learners; trying their best, enduring tough times with hope and courage and being open to new experiences.  We believe that God helps us to grow, especially through challenges, we therefore value resilience. In order to flourish, we aim to support every child and adult with the diverse challenges of everyday life.  **perseverance, creativity, trust, compassion, friendship, community, responsibility, thankfulness** |
| At Bridgemere CE Primary School, we aim to teach children to be digitally literate and confident individuals. Following the fundamental principles of the National Curriculum, we aim to provide an ICT rich environment for all learners, nurturing independence and developing them as active participants in an increasingly digital world.  As a school, we use Purplemash Scheme of Work as we believe that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.” |
| We believe that technology can provide:   * enhanced collaborative learning opportunities * better engagement of pupils * easier access to rich content * support conceptual understanding of new concepts * can support the needs of all our pupils |
| Through the programme of study for computing, children learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content. Bridgemere promotes the safe and responsible use of ICT. We offer a progressive approach to E-Safety throughout the primary phase with in-built opportunities to assess pupils understanding and awareness. |
| As a Purple Mash School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. |