Curriculum Policy

Computing

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What is our vision?

We are passionate about equipping our pupils with the creative computational thinking required in this ever-growing technology based world. We aim to provide children with a wide range of transferrable skills – that are progressive throughout year groups – in computer science, information technology and digital literacy. Children are taught above all, to navigate our technologically-rich society in a safe and responsible way.

Curriculum Aims:

- To ensure progression in knowledge (including vocabulary) and skills is evident through all year groups.
- To ensure children understand how digital systems work through knowledge of programming and understand how these systems are used inside and outside of school.
- Children are able to express themselves through effective communication as active participants in a digital world.
- Children have a growing understanding of technological implications of the world we live in.
- Children understand the importance of responsible use of technology, including when using the internet

Our Computing scheme for the EYFS is centred around play-based, unplugged activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology in the Early Years can mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing.

How do we achieve this?

Computing is taught for six half-terms per year; autumn1&2, spring 1&2 and summer 1&2.

Pupils are immersed in high-quality computing lessons weekly, using a range of hardware and software, following the Purple Mash package. Teaching using this package ensures all lessons combine knowledge and skills, and are progressive from year group to year group. This is evident within the year group objectives for computing which are located in the 'Planning and Assessment Document.' (The objectives can also be found in Appendix 1.)

E-Safety is taught to a high-standard across the school, including as part of PSHCE, and is embedded into all teaching and learning of Computing.

Key vocabulary is at the heart of Computing teaching and learning and underpins every lesson. Key vocabulary is progressive throughout year groups and is displayed in each classroom.

Even our children in Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

Resources:

The published scheme of work is accessed via the Purple Mash online platform. All teachers and pupils have a username and password that may used in school and at home. Teachers can download resources should they wish to. There is a knowledge organiser for each unit of work which will be shared with the children at the start of that topic with key vocabulary and other important information that the children will be taught.

Computers and tablets are stored in locked charging units that are accessible by staff only. We have a weekly slot with the trust ICT team who will come and fix any problems we may have as long as these are reported to the help desk in advance of their visit. (This can be done by emailing: ithelpdesk@marusbridge.co.uk) The trust ICT team should be advised which or if items need replacing or apps need adding. The maintenance of the hardware is the responsibility of all, and not just that of the subject co-ordinator.

The software and tools required to teach the Purple Mash package are included within the subscription and can be found within the package online.

In school, we have the following hardware to assist with the effective delivery of computing lessons:

- 30 x UKS2 laptops
- 30 x LKS2 laptops
- 72 x iPads
- Dictaphones
- Digital cameras
- 6 Robotic programmable cars
- Bee Bots

Assessment – How do we assess skills and understanding?

At two points in the year, following a knowledge review week, teachers will make judgements about their children's skills and knowledge in computing, using all of the evidence available. This includes assessments made in weekly lessons and how pupils grow their knowledge through the Marus Bridge 10. Effective use of saving computing work in the pupils shared area will make this process straightforward, but teachers should also remember to take into account pupil discussions, in-lesson feedback and well as completed work. Teachers should also use the key questions in each lesson plan and detailed end-of-unit assessment guidance to make a teacher judgement.

Teachers will categorise children using the following gradings:

B2 – Child has a specific SEND which prevents them from meeting the objectives.

B1 – The child has not met/retained the year group objectives.

E1 – The child has met/retained the objectives.

A1 – The child has met the objectives with a large degree of independence. Children working at greater depth in computing should meet the objectives with a high degree of independence. They will demonstrate a flair for the subject and show an ability to troubleshoot problems that they encounter.

Teacher judgements are entered into the Insight tracking document, which will then be discussed at transition meetings and be accessible to the next teacher. They will also be reported to parents on the end of year school report form.

Health and Safety

- Children should not enter the server room or access hardware trolleys
- Devices must be plugged back into the charging points by an adult
- Cables should not be hanging across the floor during computing lessons
- Water bottles are not to be on tables when equipment is being used
- Children are to be monitored at all times when using equipment.

Inclusion and Safeguarding Considerations

Teachers should ensure that lessons are effectively adapted to allow every child, regardless of ability, to fully participate in computing lessons. In terms of safeguarding, all children will be regularly briefed in e-safety in line with the Purple Mash scheme, as well as through their PSHE lessons. Any concerns regarding a child's safety online should be reported following the school's policy on Safeguarding. All permissions must be sought before sharing videos/photos/other media of children. This can be accessed through contacting the school office.

Other Points/Considerations:

Computers are limited and may need booking out if not already timetabled for a class. Specifically, this refers to laptops for word processing or other subjects other than computing.

Monitoring and Review:

The subject co-ordinator will monitor learning in computing when they complete a subject audit yearly. Subject co-ordinators will gather a range of evidence that includes;

- work in the children's Purple Mash accounts and how closely this work matches year group objectives;
- whether the quantity of work in computing reflects the amount of time allocated to computing so far;
- the range of topics taught, and how these match with year group objectives and the long term plan
- conversations with children, including their use of subject-specific vocabulary*

*subject specific vocabulary for each year group may be found within year group planning folders and within Purple Mash

Purple Mash OBJECTIVES Y1-Y6

Year 1	**Computer Science** I can explain that an algorithm is a set of instructions. I know that an algorithm written for a computer is called a program. I can work out what is wrong when the steps are out of order in instructions. I can say if something does not work how it should because my code is incorrect. I can try and fix my code if it isn't working properly. I can make good guesses of what is going to happen in a program. For example, where the turtle might go. **Information Technology** I can sort sound, pictures and text. I can add sound, pictures and text to a program such as 2Create a story. I can change content on a file such as text, sound and images. I can name my work. I can save my work. I can find my work. **Digital Literacy** I can say what technology is. I can say what examples of technology are in school. I can say what examples of technology are at home. I know that a chair uses old technology and a smart phone uses new technology. I can keep my login information safe. I can save my work in a safe place such as 'My Work' folder.
Year 2	**Computer Science** I can explain an algorithm is a set of instructions to complete a task. I know I need to carefully plan my algorithm so it will work when I make it into code. I can design a simple program using 2Code that achieves a purpose. I can find and correct some errors in my program. I can say what will happen in a program. I can spot something in a program that has an action or effect (does something). **Information Technology** I can organise data – for example, using a database such as 2Investigate. I can find data using specific searches – for example, using 2Investigate. I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. I can edit digital data such as data in music composition software like 2Sequence. I can name, save and find my work. I can include photos, text and sound in my creations. **Digital Literacy** I can find information I need using a search engine. I know the consequences of not searching online safely. I can share work and communicate electronically – for example using 2Email or the display boards. I can report unkind behaviour and things that upset me online, to a trusted adult. I can see where technology is used at school such as in the office or canteen.

	I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips.
Year 3	**Computer Science** I can make a real-life situation into an algorithm for a program. I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. I can identify an error in my program and fix it. I can experiment with timers in my programs. I can identify the difference in using between the effect of a timer or repeat command in my code. I know that a variable stores information while a program is running (executing). I can identify 'If' statements, repetition and variables. I can read programs with several steps and predict what it will do. I can identify different ways that the internet can be used for communication. I can use email such as 2Email to respond to others appropriately and attach files. **Information Technology** I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine. I can collect data and input it into software. I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). I can consider what the most appropriate software to use when given a task by my teacher. I can create purposeful (appropriate) content and attach this to emails. **Digital Literacy** I can create a secure password. I can explain the importance of having a secure password and not sharing it with others. I can explain the negative consequences of not keeping passwords safe and secure. I understand the importance of keeping safe online and behaving respectfully. I can use communication tools such as 2Email respectfully and use good etiquette. I can report unacceptable content and contact online in more than one way to a trusted adult.
Year 4	**Computer Science** I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code. I can use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered. I can use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine. I can use selection (decision) in my programming. For example, using an 'if statement' for a question being asked and the program takes one of two paths.

	I can use variables within my program and know how to change the value of variables. I can use the user inputs and output features within my program, such as 'Print to screen'. I can identify errors in my code by using different methods, such as steeping through lines of code and fixing them. I can read programs that contain several steps and predict the outcomes with increasing accuracy. I recognise the main component parts of hardware which allow computers to join and form a network. I understand that network and communication components can be found in many different devices which allow them to join the internet. **Information Technology** I understand the purpose of a search engine and the main features within it. I can look at information on a webpage and make predictions about the accuracy of information contained within it. I can create and improve my solutions to a problem based on feedback. For example, create a program using 2Code. I can review solutions that others have created, using a checklist of criteria. I can work collaboratively to create content and solutions. I can share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards. **Digital Literacy** I have a good understanding of the online safety rules we learn at school. I can demonstrate how to use different online technologies safely. I can demonstrate how to use a few different online services safely. I know I have a right to privacy both on and offline. I recognise that my wellbeing can be affected by how I use technology. I can report with ease any concerns with content and contact online and know immediate strategies to keep safe.
Year 5	**Computer Science** I can make more complex real-life problems into algorithms for a program. I can test and debug my programs as I work. I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. I can use sequence, selection, repetition, and some other coding structures in my code. I can organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently. I can use logical methods to identify the cause of any bug with support to identify the specific line of code. I know the importance of computer networks and how they help solve problems and enhance communication. I recognise the main dangers that can be perpetuated via computer networks. I can explain what personal information is and know strategies for keeping this safe. I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards.

	Information Technology I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results. I can explain in detail how accurate, safe and reliable the content is on a webpage. I can make appropriate improvements to digital work I have created. I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code. I can use collaborative modes such as within 2Connect to work with others and share it. **Digital Literacy** I have a secure knowledge of online safety rules taught at school. I can demonstrate the safe and respectful use of different online technologies and online services. I always relate appropriate online behaviour to my right to have personal privacy. I know how to not let my mental wellbeing or others be affected by use of online technologies and services.
Year 6	**Computer Science** I can turn a complex programming task into an algorithm. I can identify the important aspects of a programming task (abstraction). I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. I can identify a specific line of code that is causing a problem in my program and attempt a fix. I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object. I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole. I can explain the difference between the internet and the World Wide Web. I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible. **Information Technology** I can use filters when searching for digital content. I can explain in detail how accurate and reliable a webpage and its content is. I can compare a range of digital content sources and rate them in terms of content quality and accuracy. I can consider the intended audience carefully when I design and make digital content. I can design and create my own online blogs. **Digital Literacy** I can demonstrate safe and respectful use of a range of different technologies and online services.

I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. I can use critical thinking to help me stay safe online. I know the value of protecting my privacy and others online.		

Appendix 2 – Long Term overview with links to National Curriculum objectives

Computer Science   Information Technology   Digital Literacy

	Autumn	Spring	Summer
EYFS	E-safety, programming, multimedia, technology in our lives, data handling		
Year 1	**Unit 1.1** Online Safety and Exploring Purple Mash 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. 4 weeks **Unit 1.2** Grouping and Sorting Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 2 weeks **Unit 1.3** Pictograms Use technology purposefully to create, organise, store, manipulate and retrieve digital content 3 weeks	**Unit 1.4** Lego Builders Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 3 weeks **Unit 1.5** Maze Explorers 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. 3 weeks **Unit 1.6** Animated Story Books Use technology purposefully to create, organise, store, manipulate and retrieve digital content 5 weeks	**Unit 1.7** Coding 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 6 weeks **Unit 1.8** Spreadsheets Use technology purposefully to create, organise, store, manipulate and retrieve digital content 3 weeks **Unit 1.9** Technology outside school Recognise common uses of information technology beyond school 2 weeks
Year 2	**Unit 2.1** Coding 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	**Unit 2.4** Questioning Use technology purposefully to create, organise, store, manipulate and retrieve digital content 5 weeks **Unit 2.5** Effective Searching Use technology purposefully to create, organise, store,	**Unit 2.6** Creating Pictures Use technology purposefully to create, organise, store, manipulate and retrieve digital content 5 weeks **Unit 2.7** Making Music Use technology purposefully to create, organise, store,

	Use logical reasoning to predict the behaviour of simple programs. 5 weeks **Unit 2.2** <u>Online Safety</u> 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. 3 weeks **Unit 2.3** <u>Spreadsheets</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 4 weeks	manipulate and retrieve digital content Recognise common uses of information technology beyond school 3 weeks	manipulate and retrieve digital content 3 weeks **Unit 2.8** <u>Presenting Ideas</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 4 weeks
Year 3	**Unit 3.1** <u>Coding</u> 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 6 weeks **Unit 3.2** <u>Online Safety</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 4 weeks **Unit 3.3** <u>Spreadsheets</u>	**Unit 3.4** <u>Touch Typing</u> 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. 4 weeks **Unit 3.5** <u>Email</u> 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. 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.	**Unit 3.6** <u>Branching Databases</u> 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. 4 weeks **Unit 3.7** <u>Simulations</u> 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. 3 weeks **Unit 3.8** Graphing 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

	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. 3 weeks	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 6 weeks	goals, including collecting, analysing, evaluating and presenting data and information. 3 weeks
Year 4	**Unit 4.1** Coding 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 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. 6 weeks **Unit 4.2** Online Safety 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of	**Unit 4.3** Spreadsheets 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. 6 weeks **Unit 4.4** Writing for different audiences 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. 5 weeks	**Unit 4.5** Logo 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 4 weeks **Unit 4.6** Animation 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. 3 weeks **Unit 4.7** Effective Search 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,

ways to report concerns about content and contact. 4 weeks		and be discerning in evaluating digital content. 3 weeks **Unit 4.8** Hardware Investigators 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. 2 weeks
Year 5	**Unit 5.1** Coding 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. 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. 6 weeks **Unit 5.2** Online Safety 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 technology safely, respectfully and responsibly; recognise	**Unit 5.3** Spreadsheets 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. 4-6 of 6 weeks **Unit 5.4** Databases 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. 4 weeks **Unit 5.5** Game creator Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 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,	**Unit 5.6** 3D Modelling 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. 4 weeks **Unit 5.7** Concept Maps 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. 4 weeks

	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Also discussed in other units) 3 weeks **Unit 5.3** Spreadsheets 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. 1-3 of 6 weeks	including collecting, analysing, evaluating and presenting data and information. 5 weeks	
Year 6	**Unit 6.1** Coding 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. 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. 6 weeks **Unit 6.2** Online Safety Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web;	**Unit 6.4** Blogging 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. 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*. 5 weeks **Unit 6.5** Text Adventures Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	**Unit 6.6** Networks 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. 3 weeks **Unit 6.7** Quizzing 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. 6 weeks

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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*. 2 weeks **Unit 6.3** <u>Spreadsheets</u> 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. 5 weeks	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. 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. 5 weeks	