ST BARTHOLOMEW'S C of E PRIMARY SCHOOL

'Roots to Grow and Wings to Fly'

Curriculum Progression Document

Computing

St Bartholomew's Computing Curriculum

Vision-

To provide a high quality, inclusive computing education which will equip children to use computational thinking and creativity in order to understand and change their world. Children will learn digital literacy skills and key principles to flourish as confident, happy, self-motivated users of information and communication technology. They will make links with other areas of their learning such as Science, Mathematics and Design Technology. Our children will be equipped to become active and responsible participants in their digital world.

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EYFS

Knowledge	Vocab	Skills
Reception Computer Science To understand that computers follow a set of instructions.	Name types of equipment	Recognise and play with toys/equipment similar to real technology. Explore a range of technology – touch screen, keyboards and mouse. Discuss what happens when buttons are pressed/instructions are given. Explore programming Beebot app on iPads with simple code. Discuss what happens when instructions are given. How do they know what to do?
Reception Information Technology Recognise common uses of technology beyond school.	Name types of equipment	Recognise simple technologies in the world around us (phones, computers and printers). Take images on iPads. Create images using paint tools and complete basic editing.
Reception Digital Literacy Recognise how computers are used in their world. Understand who to talk to if they view content that is inappropriate or upsetting.	Name equipment in context	Recognise how computers are used beyond the classroom through role play and discussion. Understand who to talk to if they view content that is inappropriate or upsetting.

EYFS Computing Progression

Learning Focus		
Personal, Social and Emotional Development		Show resilience and perseverance in the face of a challenge.
Physical Development		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
Expressive Arts and Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Early learning goal		
Personal, social and emotional development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Expressive Arts and Design	Creating with materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

KS1 Computing Curriculum Overview

Learning focus	Year 1	Year 2
Online Safety	Pupils should be taught to 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 their online technologies.	
	I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polit. I can recognise an age appropriate website. I can agree and follow sensible online safety rules.	I can explain why I need to keep my password and personal information private. I can describe the things that happen online what I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the internet.

Learning Focus	Year 1	Year 2
Programming	Pupils should be 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.	
	I can give instructions to my friend and follow their instructions to move around. I can describe what happens when I press buttons on a robot. I can press the buttons in the correct order to make my robot do what I want. I can describe what actions I will need to do to make something happen and begin to use the word 'algorithm'. I can begin to predict what will happen for a short sequence of instructions. I can begin to use software/apps to create movement and patterns on a screen. I can use the word 'debug' when I correct mistakes during programming.	I can give instructions to my friend (using forward, backward and turn0 and physically follow their instructions. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it.

Learning focus	Year 1	Year 2
Handling data	Pupils should be taught to use technology purposefully to organise and manipulate digital content.	
	I can talk about the different ways in which information can be shown. I can use technology to collect information including photos, video and sound. I can sort different kinds of information and present it to others. I can add information to a pictograph and talk to you about what I have found out.	I can talk about the different ways I use technology to collect information including a camera, microscope or sound recorder. I can make and save a chart or graph using the data I collect. I can talk about eh data that is shown in my chart or graph. I am starting to understand a branching database. I can tell you what kind of information. I could use to help me investigate a question.

Learning Focus	Year 1	Year 2
Multimedia	Pupils should be taught to use technology purposefully to create digital content.	
	I ca be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again.	I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use.

Learning focus	Year 1	Year 2
Technology in our lives	Pupils should be taught to use technology purposeful to store and retrieve digital content and to recognise common uses of information technology beyond school.	
	I can recognise the way we use technology in our classroom. I can recognise ways that technology is used in my home and community. I can use links to websites to find information. I can begin to identify some of the benefits of using technology.	I can tell you why I use technology in the classroom. I can tell you why I sue technology in my home and community. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. I can talk about eh differences between the internet and things in the physical world.

Implementation – Reasoning Behind our KS1 Computing Curriculum

STAGE	THEME	WE TEACH THIS BECAUSE …	LINKS TO ST BARTS SCHOOL LIFE …
	Technology in our lives **Multimedia** **Programming** **Handling Data** **Online safety** **Autumn Term:** I am kind and responsible **Spring Term:** I am safe and secure **Summer Term**: I am healthy	The New Wessex Planning allows our teachers to **build their own Computing curriculum:** • to develop safe, responsible and competent learners • who are creative, curious and logical • as they navigate, investigate and contribute to the world around them This planning, which has been developed and constantly updated since the 2014 National Curriculum was launched, is split into blocks for each area of Somerset's computing curriculum. Blocks are chosen to suit the technology available within our school. The Elim planning provides great pedagogy which is regularly updated to ensure new areas are covered appropriately with the latest information. Assessment is embedded and the program provides a strong progression throughout the year groups allowing children to enhance, develop and build on their existing knowledge and experiences. It provides an age-appropriate online safety curriculum that is flexible, relevant and engages pupils' interest • Builds on the success of the original Somerset BYTE resources, updating for new opportunities and challenges • Increases pupil involvement and promotes active learning • Provides continually updated full lesson plans, assemblies and support for teachers • Includes a continuous provision map for foundation stage • Promotes partnership with parents, providing ideas for sharing learning with families	***Christian Values:*** ***Respect/Trust/Compassion/ Aspiration/Forgiveness/ Courage***

KS1 Computing Vocabulary

Year 1

Programming	Handling Data	Multimedia	Technology in our Lives
Algorithm	Collect	Animate	Communicate
Backward	Data	App	QR code
Button	Found out	Backspace	Search
Clear	Pictograph	Camera	Technology/computer devices
Code	Questions	Delete	World Wide Web/Internet
Debug	Record	Insert	
Distance	Sort	Keyboard	
Floor robot	Venn diagram	Open	
Forward		Photo(graph)	
Go		Print	
Instructions		Right click	
Mistake		Save	
Move		Shift	
Pause/wait		Sound	
Predict		Space bar	
Program		Video/film	
Quarter turn/right angle			
Turn left			
Turn right			
Sequence			
Stop			

Year 2

Programming	Handling Data	Multimedia	Technology in our Lives
Algorithm	Branching database	Animate	Communicate
Backward	Collect	App	QR code
Button	Data	Backspace	Search engine
Clear	Decision tree	Clipart	Technology/computer devices
Code	Found out	Copy	Website
Debug	Graph	Delete	World Wide Web/internet
Distance	Investigate	Ener	
Execute	Pictograph	Folder	
Floor robot	Questions	Image	
Forward	Record	Insert	
Go	Sort	Keyboard	
Half turn	Venn Diagram	Open	
Instructions		Photo(graph)	
Mistake/error		Print	
Move		Right click	
Pause/wait		Save	
Predict		Select	
Program		Shift	
Quarter turn/right angle		Software	
Turn left		Sound	
Turn right		Space bar	
Sequence		Video/film	
Stop			
Symbol			

KS2 Computing Curriculum Overview

Online Safety

Learning Focus	Year 3	Year 4
Online Safety	Pupils should be taught to use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact. Be discerning in evaluation digital content.	
	I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online. I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games appropriate for my age. I can make good choices about how long I spend online. I ask an adult before downloading files and games from the internet. I can post positive comments online.	I can choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I can use the safety feature3s of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can help my friends make good choices about eh times they spend online. I can talk about why I need to ask a trusted adult before downloading files and games from the interne. I comment positively and respectfully online.

Learning Focus	Year 3	Year 4
Programming	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulation 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 on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.	
	I can break an open-ended problem up into smaller parts. I can put programming commands into a sequence to achieve a specific outcome. I keep testing my program and can recognise when I need to debug it. I can use repeat commands. I can describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in a program error.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. I can use an efficient procedure to simplify a program. I can sue a sensor to detect a change which can select an action within my program. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I can recognise that an algorithm will help me sequence more complex programs. I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology.

Learning Focus	Year 3	Year 4
Handling data	Pupils should be taught to 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.	
	I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data to help me answer a questions. I can add to a database. I can make a branching database. I can use a data logger to monitor changes and can talk about the information collected.	I can organise data in different ways. I can collect data and identify where it could be inaccurate. I can plan, create and search a database to answer questions. I can choose the best way to present data to my friends. I can sue a data logger to record and share my reading with my friends.

Learning Focus	Year 3	Year 4
Multimedia	Pupils should be taught to 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.	
	I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate keyboard commands to amend text on my device, including making use of the spellchecker. I can evaluate my wok and improve its effectiveness. I can use an appropriate tool to share my work online.	I can use photos, video and sound to create an atmosphere when presenting to different audiences. I am confident to explore new media to extend what I can achieve. I can change the appearance of text to increase its effectiveness. I can create, modify and present documents for a particular purpose. I can use a keyboard confidently and make use of a spellchecker to write and review my work. I can use an appropriate tool to share my work and collaborate online. I can give constructive feedback to my friends to help them improve their work and refine my own work.

Learning Focus	Year 3	Year 4
Technology in our Lives	Pupils should be taught to 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.	
	I can save and retrieve work on the internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. I can describe the World Wide Web as the part of the internet that contains websites. I can use search tools to find and use an appropriate website. I can think about whether I can use images that I find online in my own work.	I can tell you whether a resource I am using in on the internet, the school network or my own device. I can identify key words to use when searching safely o the World Wide Web. I think about the reliability of information I read on the World Wide Web. I ca tell you how to check who owns photos, text and clipart. I can create a hyperlink to a source on the World Wide Web.
Learning focus	Year5	Year 6
Programming	• I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. • I can refine a procedure using repeat commands to improve a program. • I can use a variable to increase programming possibilities. • I can change an input to a program to achieve a different output. • I can use 'if' and 'then' commands to select an action. • I can talk about how a computer model can provide information about a physical system. • I can use logical reasoning to detect and debug mistakes in a program. • I use logical thinking, imagination and creativity to extend a program.	I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve a required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct errors in a algorithms and programs
Handling fata	• I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data.. • I can present data in an appropriate way. • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked.	• I can plan the process needed to investigate the world around me. • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database.
Technology in our lives	I can describe different parts of the Internet. • I can use different online communication tools for different purposes. • I can use a search engine	• I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the Internet. • I can select an

	to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web. • I can describe the different parts of a webpage. • I can find out who the information on a webpage belongs to • I know which resources on the Internet I can download and use. • I can describe the ways in which websites advertise their products to me.	appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information that I find online. • I know that websites can use my data to make money and target their advertising
Multimedia	• I can use text, photo, sound and video editing tools to refine my work. • I can use the skills I have already developed to create content using unfamiliar technology. • I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. • I can select an appropriate online or offline tool to create and share ideas. • I can review and improve my own work and support others to improve their work.	• I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.
Online safety	I contribute to shared rules and use them to support myself and others when we use technology • I always communicate kindly and respectfully and can describe the impact where this does not happen • I know which online resources I can download and use • I use a search engine to find and evaluate different types of information • I explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult • I use a secure password and safe screen name when I am using an online tool • I explain the risks of sharing too much about myself online • I compare my online and face-toface relationships • I explain why I need to protect my computer or device from harm • I know the reasons why images are altered • I recognise that online friendships affect my feelings I select ageappropriate apps, games and websites and encourage my friends to do the same • I evaluate my own and others' choices when using games and devices • I identify the intended audience for an advert	I contribute to shared rules and use them to support myself and others • I always communicate kindly and respectfully, working with others to help all enjoy use of technology • I acknowledge the sources of information that I find online • I talk about the way search results are selected and ranked and check the reliability of websites I visit • I support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult • I consider terms and conditions and adjust privacy settings to maintain control of my personal information • I check the information about me online and know that some of it can be uploaded by others • I explain how to communicate safely and responsibly with people I only know online • I protect my computer or device from harm on the internet • I explain how images in the media affect how we feel about ourselves • I explain how online friendships affect our feelings • I select age-appropriate apps, games and websites and explain the potential risks of making different choices • I support my friends in evaluating their use of games and devices and make good choices for myself • I explain how my data is use

Implementation – Reasoning Behind our LKS2 Computing Curriculum

STAGE	THEME	WE TEACH THIS BECAUSE …	LINKS TO ST BARTS SCHOOL LIFE …
KS2	***Technology in our lives*** ***Multimedia*** ***Programming*** ***Handling Data*** ***Online safety*** ***Autumn Term: I am kind and responsible*** ***Spring Term: I am safe and secure*** ***Summer Term: I am healthy***	The New Wessex Planning allows our teachers to **build their own Computing curriculum:** • to develop safe, responsible and competent learners • who are creative, curious and logical • as they navigate, investigate and contribute to the world around them This planning, which has been developed and constantly updated since the 2014 National Curriculum was launched, is split into blocks for each area of Somerset's computing curriculum. Blocks are chosen to suit the technology available within our school. The Elim planning provides great pedagogy which is regularly updated to ensure new areas are covered appropriately with the latest inforation. Assessment is embedded and the program provides a strong progression throughout the year groups allowing children to enhance, develop and build on their existing knowledge and experiences. It provides an age-appropriate online safety curriculum that is flexible, relevant and engages pupils' interest • Builds on the success of the original Somerset BYTE resources, updating for new opportunities and challenges • Increases pupil involvement and promotes active learning • Provides continually updated full lesson plans, assemblies and support for teachers • Includes a continuous provision map for foundation stage • Promotes partnership with parents, providing ideas for sharing learning with families	***Christian Values:*** ***Respect/Trust/Compassion/ Aspiration/Forgiveness/ Courage***

KS2 Computing Vocabulary

Year 3

Programming	Handling Data	Multimedia	Technology in our Lives
Algorithm	Branching database	Animate	Communicate
Background	Chart	Animation	Computing devices
Block	Collect	App	Copyright
Collaboration	Data	Backspace	Email
Control	Database	Clipart	Filter
Costume	Data logger	Copy	Internet
Debug	Decision tree	Delete	QR code
Event	Graph	Document	Reliability
Forever	Information	Edit	Search engine
Imagine	Interpret	Enter	Search result
Implement	Investigate	Font	Webpage
Input	Questions	Greenscreen	Website
Make mistakes	Record	Image	World Wide Web
Movement	Results	Insert	
Pattern	Tally	Hyperlink	
Output	Sort	Keyboard	
Persevere	Venn diagram	Layout	
Repeat		Narration	
Rotation		Open	
Sequence		Photo(graph)	
Sprite		Right click	
Stage		Save	
Wait/pause		Select	
		Shift	
		Slides	
		Software	
		Sound	
		Space bar	
		Style	
		Text	
		Video/film	

Year 4

Programming	Handling Data	Multimedia	Technology in our Lives
Algorithm	Branching database	Animate	Blog
Background	Chart	Animation	Citation
Block	Collect	App	Communicate
Collaboration	Data	Audience	Computing devices
Computational thinking	Database	Backspace	Copyright
Control	Data logger	Clipart	Email
Costume	Decision tree	Comic strip	Filter
Debug	Field	Document	Hyperlink
Design	Graph	Edit	Internet
Effect	Hypothesis	Enter	QR code
Event	Information	Folder	Reliability
Forever	Interpret	Font	Search engine
Imagine	Investigate	Greenscreen	Search result
Implement	Predict	Image	Search query
Input	Questions	Insert	Vlog
Make mistakes	Record	Hyperlink	Webpage
Movement	Results	Layout	Website
Pattern	Tally	Narration	World Wide Web
Output	Sort	Persuasive	
Persevere	Venn diagram	Presentation	
Repeat		Right click	
Rotation		Select	
Selection (if/then)		Screen shot	
Sequence		Shift	
Sprite		Slides	
Stage		Software	
Wait/pause		Sound effect	
		Space bar	
		Story board	
		Style	
		Template	
		Text	

Progression in Computing

	Children should be taught to-	
Reception	**KS1**	**KS2**
	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; identify where to go for help and support when they have concerns about material on the internet or other online technologies	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part 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

Year 5

Programming	***Multimedia***	***Technology in our lives***	***Handling data***
Algorithm	*Animate*	Blog	Anomaly
Block	*Animation*	Citation	Average
Broadcast	*App*	Communicate	Chart
Collaboration	*Audience*	Computing devices	Collect
Command	*Bullet points*	Copyright	Complex questions
Computational	*Clipart*	Email	Data
thinking	*Comic strip*	Digital content	Database
Control	*Document*	Digital advertising	Data logger
Debug	Edit	Filter	Decision tree
Decomposition	Folder	Hyperlink	Formulae
Design	Font	Internet	Field
Effect	Greenscreen	Internet Services	Graph
Event	Insert	QR Code	Hypothesis
Forever	Heading / subheading	Reliability	Information
Imagine	Hyperlink	Search engine	Interrogate
Implement	Layout	Search result	Interpret
Input	Narration	Search query	Investigate
Make mistakes	Persuasive	Vlog	Model
Pattern	Right click	Webpage	Plausible
Output	Select	Website	Predict
Persevere	Screen shot	World Wide Web	Questions
Repeat	Shift		Record
Rotation	*Slides*		Results
Selection (If Then)	*Software*		Tally
Sequence	*Sound effect*		Sort
Sprite	*Sound recording*		Venn diagram
Variable	*Storyboard*		
X position / Y	*Style*		
position	*Tab*		
	Template		

Year 6

Programming	***Multimedia***	***Technology in our lives***	***Handling data***
Abstraction	Animate	Blog	Analyse
Algorithm	Animation	Citation	Anomaly
Broadcast	App	Client	Average
Collaboration	Audience	Copyright	Chart
Command	Bullet points	Digital content	Collect
Computational thinking	Clipart	Digital advertising	Complex questions
Control	Comic strip	Domain	Data
Debug	Document	Filter	Database
Decomposition	Edit	Hyperlink	Data logger
Design	Folder	Internet Service Provider	Decision tree
Effect	Font	LAN Local Area Network	Formulae
Event	Greenscreen	Packets	Field
Forever	Insert	Protocol	Graph
Imagine	Heading / subheading	Router	Hypothesis
Implement	Hyperlink	QR Code	Information
Input	Layout	Reliability	Interrogate
Make mistakes	Narration	Search engine	Interpret
Pattern	Persuasive	Search result	Investigate
Output	Production	Search query	Knowledge
Persevere	Right click	Vlog	Model
Repeat	Select	Webpage	Plausible
Rotation	Screen shot	Website	Predict
Selection (If Then)	Shift	WAN Wider Area Network	Process
Sequence	Slides		Questions
Sprite	Software		Record
Variable	Sound effect		Results
X position / Y position	Sound recording		Tally
	Storyboard		Sort
	Style		Venn diagram
	Tab		
	Template		
	Theme		

What will computing look like in the classroom?

- Unplugged lessons – children will use key skills and knowledge to apply computer terms and vocabulary to everyday lives and activities
- Touch typing activities
- Using age appropriates apps and websites
- Strong Online safety focus
- Using technology tools to present or complete assignments
- Strong sense of compassion and respect for other people's work and opinions
- Appreciate diversity
- Lesson starter activity focusing on touch typing skills and online safety.
- Specify key vocabulary to be used and its meaning.
- Research, investigation and interpretation of findings.
- Children will communicate their computer and online safety knowledge and understanding appropriately.
- Children evaluate their learning and compare with peers.

Assessment

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each term. Success criteria have been developed for each strand for each year and this remains an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

Formative assessments are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity. Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps.
Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

SEN

At St Bartholomew's, we believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress.

We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally, as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Monitoring and review

The subject leader (Tammy Court) is responsible for monitoring the standard of the children's work and the quality of teaching in line with requirements from subject leader meetings, work analysis and lesson observations. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.