



Pulford School ICT Self-Evaluation and Intent/Implementation/Impact

Self-Evaluation

Different forms of ICT are used across the school, from pre-school through to LKS2, utilising ipads, desktops, laptops and Beebots. The Year 4 children also assist the teaching staff during worship, operating slides etc.

However, the school's ICT hardware is now somewhat old, and can present problems for staff with reliability. Due to revenue funding being extremely tight, especially post COVID, the school cannot afford to replace these. Work will therefore be undertaken to see if grants can be obtained for suitable replacements. The school also needs some additional equipment, such as data loggers and video equipment, to complete the curriculum fully, e.g. video editing. The school is also working with its external IT support to improve the ability of the children to save and find work.

The new early years statutory framework (Sept 21) does not include a formal ICT early learning goal or educational programme. However, to assist in the transition to KS1, in the Summer term Foundation Stage children are taught basic keyboard skills of typing their first name, typing short words, such as cat, and where to find the numbers 0-10. In the spring term, the children also have experience of ipads for phonics and basic maths skills.

Across both KS1 and KS2, a rolling two-year programme is in place. KS1 includes a variety of programmes, such as espresso coding, purple mash and Bee Bots, with a focus on digital literacy, safety and coding, to cover the requirement of the National Curriculum. A further area for development in KS1 is around word processing and retrieval of saved information. However, some systems such as Espresso do not provide such capability. After a review in the Autumn Term 2021, learning sequences have been tweaked to ensure more real-world activity is included in the KS1 curriculum.

Within LKS2 we follow a standardised two-year programme from Rising Stars, including the use of appropriate vocabulary such as HTML, focusing on the developing the basics before the children move to UKS2 for the more demanding requirements of the KS2 curriculum. Whilst Rising Stars provides planning across a variety of online tools, we also supplement this with other purchased programmes, such as Purple Mash and Espresso Coding.

We continue to develop an integrated ICT plan across the school, ensuring that there is a planned progression of knowledge and skills across all year groups especially from KS1 to KS2 from a baseline of what pupils already know, ensuring that sufficient ICT knowledge is being built at each stage in each year group as part of a continuum.

Our ICT curriculum also supports the children's spiritual development by allowing them use their imagination and creativity in their ICT learning, and their moral development by helping them to understand the difference between right and wrong behaviour on the internet, and to understand the consequence of their behaviour and actions, for example, bullying online.

Pulford School Computing Intent / Implementation / Impact

Intent

Pupils must be able to recognise and adapt to a society which is served by an ever-increasing use of IT related processes. To enable pupils to prepare for this, all pupils must have equal and appropriate access to IT resources. We deliver this through a clear and effective computing scheme of work which provides coverage in line with the National Curriculum. Lesson content allows for a broad, deep understanding of computing and how it links to children's lives. It offers a range of opportunities for consolidation, challenge and variety. Children will develop analytical problem-solving skills and learn to evaluate and apply information technology, enabling them to become responsible, competent, confident and creative users of information technology.

There is a need for pupils:

- To develop a set of coherent IT skills so that they may, in time, be able to use IT effectively, creatively and autonomously across the whole range of the curriculum.
- To be able to take advantage of IT opportunities to promote learning outside the classroom.
- To develop an awareness of their personal responsibilities when using IT, to access wider resources and when communicating with others.
- To use information technology to create programs, systems and a range of content.
- To be digitally literate

Implementation

EYFS

The new early years statutory framework (Sept 21) does not include a formal ICT early learning goal or educational programme. However, to assist in the transition to KS1, in the Summer term Foundation Stage children are taught basic keyboard skills of typing their first name, typing short words, such as cat, and where to find the numbers 0-10. In the spring and summer terms, the children also have experience of ipads for phonics and basic maths skills. As part of the ELG Personal, Social and Emotional Development, children will learn how be confident to try new activities and show independence, resilience and perseverance in the face of challenge which will support them as they transition to formal ICT lessons.

KS1/2

In KS1 and KS2 Computing is taught weekly using a mixture of schemes and stand-alone technology to ensure full coverage of the National Curriculum. Progression is carefully planned to ensure each year group builds on previous knowledge and skills taught.

Progressive activities are planned for each year group to cover:

- Computer skills
- Internet research and communication
- Online Safety
- Drawing and desktop publishing
- Programming
- Word-processing
- Presentation skills

Pupils are encouraged to use and apply the skills taught in other curriculum areas. The children have access to classroom computers, laptops and tablets.

Impact

Children

Key Stage One:

- Have an understanding of algorithms
- Are able to debug simple software
- Predict the programmes that they are familiar with using
- Know how to store and re find work
- Are aware of how some ICT is useful outside of school
- Are aware of the basic rules regarding safety online

Key Stage Two:

- Design, write and debug programmes
- Are able to complete repetitive work
- Explain how some simple algorithms work. They should also be able to detect and correct any errors
- Have an understanding of computer networking
- Safely and effectively use search engines
- Are able to use a range of devices

Progression in Computing

	Year 1	Year 2	Year 3	Year 4	Year 5/6
Understanding Technology	Pupils recognise and can give examples of common uses of information technology they encounter in their daily routine.	Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine.	Pupils develop an understanding of how computers can be linked to form local networks. Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration.	Pupils develop an understanding of how computers can be linked to form local networks. Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration.	Understands why and when computers are used; knows that computers collect data from various input devices; understands the difference between hardware and application software and their roles within a computer system.
Programming	Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices. Pupils understand that digital devices follow precise and unambiguous instructions. Pupils understand that digital devices simulate real situations.	Pupils understand that algorithms are implemented as programs on digital devices. Pupils create and debug programs to achieve specific goals. Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs. Pupils solve real and imaginary problems on and off screen.	Pupils create programs to accomplish specific goals: - using an increasing range of digital devices and applications. - exploring and understanding the impact of changing instructions. - using sequence and repetition - decomposing problems both on and off screen - using the principles of logical reasoning in order to resolve problems.	Pupils create and debug programs. They can: - use sequence and repetition. - refine algorithms to improve efficiency - control or simulate physical systems Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently.	Designs, writes and debugs modular programmes using procedures; creates programmes that implement algorithms to achieve given goals.
Digital Literacy	Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text. With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate.	They can present and communicate their learning to others in a variety of ways. With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.	Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of digital content they access and create, using an increasing range of digital resources and devices Pupils identify, collect and manipulate different types of data (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as information, showing a greater awareness of purpose and audience. <i>Continued in Y4</i>	<i>Continued from Y3</i> Pupils become more discerning in their choice of search technology to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully.	Continuation of LKS2: Use technology to present their work, showing a degree of skill and using advanced software. To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data. Recognise that the internet may contain material that is irrelevant, bias and inappropriate. Save and use pictures, text and sound recognising copyright issues
E-Safety	Pupils understand that information about themselves may be personal and they can choose who to share it with. With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world.	They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world. Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.	Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details. Pupils show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people's work and respecting privacy. They are discriminating about what they share and whether any permission is needed to do so. <i>Continued in Y4</i>	<i>Continued from Y3:</i> Pupils can identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. They exercise caution when receiving attachments and following web links contained in messages.	Demonstrates responsible use of technologies and online services, and know a range of ways to report concerns. Recognises what is acceptable and unacceptable behaviour when using technologies and online services.

Computing Curriculum Overview for KS1

	Autumn Term												Spring term												Summer Term											
	Computing systems & networks				Programming					Creating Media			Programming						Creating Media						Programming						Creating Media					
Week	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Year A	Purple Mash 1:1 Logging on, Online Safety and exploring purple mash				Beebots (Katie Morag maps) (differentiated plan for Y1/Y2) Writing short algorithms and programs for floor robots, and predicting program outcomes					Purple Mash 2.7 Making Music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.			Espresso Coding 1a/2a Creating and debugging programs, and using logical reasoning to make predictions Designing algorithms and programs that use events to trigger sequences of code						Purple Mash 1.6 Animated Story book (e-book of Great Fire of London) Using a computer to create and format text Designing the movement of a character on screen						Espresso Coding 1b /2b Creating and debugging programs, and using logical reasoning to make predictions Designing algorithms and programs that use events to trigger sequences of code						Digital photography-Keychain computing (link to flotsam book) Capturing and changing digital photographs for different purposes					
Data and information																															Purple Mash 1.2 Grouping and Sorting Exploring object labels, then using them to sort and group objects by properties					
Year B	Purple Mash 1:1 Logging on, Online Safety and exploring purple mash				Beebots (Rosie's Walk) (differentiated plan for Y1/Y2)					Data and information			Espresso Coding 1a/2a Creating and debugging programs, and using logical reasoning to make predictions Designing algorithms and programs that use events to trigger sequences of code						Purple Mash 2.6 Creating Pictures (link to Katie and the Artists) Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally						Espresso Coding 1b/2b Creating and debugging programs, and using logical reasoning to make predictions Designing algorithms and programs that use events to trigger sequences of code						Digital writing-Keychain computing Using a computer to create and format text, before comparing to writing non-digitally.					
Purple Mash 1.3 Pictograms Collecting data in tally charts & using attributes to organise & present data on a computer										Digital writing-Keychain computing Using a computer to create and format text, before comparing to writing non-digitally.																										

Year 1 I can Statements

Computing systems & networks

Use technology safely

Keep personal information private

Computing Curriculum Overview for KS1

	Recognise common uses of information technology beyond school
Creating Media	Use technology purposefully to create digital content
	Use technology purposefully to store digital content
	Use technology purposefully to retrieve digital content
Programming	Understand what algorithms are
	Create simple programs
	Debug simple programs

Year 2 I can Statements	
Computing systems & networks	Use technology respectfully
	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Creating Media	Use technology purposefully to organise digital content
	Use technology purposefully to manipulate digital content
Programming	Understand that algorithms are implemented as programs on digital devices
	Understand that programs execute by following precise and unambiguous instructions
	Debug simple programs
	Use logical reasoning to predict the behaviour of simple programs