Information and communication technology prepares pupils to participate in a rapidly changing world in which technology plays a growing part. Children throughout the school use ICT to support their learning across the curriculum.

Information and Communication Technology has applications both as a subject and a resource or tool for learning across the whole curriculum. Each classroom in school has access to laptops and iPads. This enables teachers and children to use ICT across the whole curriculum, five days a week.

Intent

At William Stockton and Wimboldsley Federated Primary Schools our computing curriculum is designed around the four key areas, as outlined in the National Curriculum. These are **computer science**, **information technology**, **digital literacy** and **online safety**. The combination of these areas equips our children with the ability to safely and confidently use a computer. We want children to know more, remember more and understand more in computing so that they leave primary school **computer literate**. Planning and teaching of computing skills is linked where possible with our class topics whilst also developing mastery of the subject.

Implementation

Our children begin their journey with technology in Early Years, with access to iPads and BeeBots. Teachers facilitate children's curiosity with challenge and modelling how to use the equipment carefully and safely. Children are encouraged to explore our 'Purple Mash' programme and navigate drag and drop and paint programs.

In KS1, children continue their journey with the BeeBots, using them more precisely. They learn how to programme a BeeBot to reach a destination and begin to be able to debug when something doesn't work out the way they imagined. Children will build on these skills and begin to debug simple algorithms. Using the chrome books, they improve their mouse pad control and learn how to log on and off a computer using their own username and password. They learn about online safety and what to do if they encounter something which makes them feel uncomfortable as well as what personal information is and why it is important we don't share it with someone on the internet.

In KS2, children will have their first introduction into spreadsheets where they will build on prior knowledge of inputting information into a computer. As children progress up KS2, the coding becomes more complex and they are able to create basic games using 'Mr Andrews Online'.

Their digital literacy skills are combined with English, Science, History and Geography and work is word processed and presentations are created using PowerPoint and Google Slides. The children are also taught internet safety throughout each year of KS2. They know how to keep themselves safe online and what to do if they come across something that makes them uncomfortable. KS2 are taught the difference between being a bystander and an upstander and the importance of reporting something they experience happening to themselves or another person, as in accordance with our Anti Bullying Policy and our Online Safety Policy.

The children in upper KS2 understand the importance of media balance and appreciate that as they get older, they are more responsible for their online presence and how often they access a variety of forms of media.

Children develop strong and meaningful schema as they are encouraged to retrieve their prior knowledge and skills. This encourages them to store their new learning in their long term memory. Interconnected opportunities ensure that the children's learning is relevant and meaningful. This encourages a deeper understanding.

Impact

The impact of our computing curriculum can not only be seen in displays around school and on the children's individual computer accounts, but also can be measured by speaking to the children themselves. The teaching of the computing curriculum enables our children to use a computer with confidence.

We measure the impact of our curriculum using the following methods:

-Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.

-Children's work saved onto their individual accounts

-Interviewing the pupils about their learning (pupil voice).

-Annual reporting of standards across the curriculum.

- Comparative judgements are made regarding what the children could do before and their new knowledge. This informs staff regarding the progress that they have made.

-Technology is embedded into the Early Years Foundation Phase provision and is used across all areas of learning.