

Our Vision Statement

“Working together to nurture, raise aspirations and promote life in its fullness. Through our Christian ethos we seek to develop happy, enquiring minds, a spirit of curiosity, respect, and resilience. We value every member of our school community for who they are and through challenge, support and building positive relationships, we pursue excellence in all we do.

‘Ask and it shall be given, seek and you will find, knock and the door will be opened.’
Matthew 7.7”

Intent – Our intent is to have a curriculum that engages and stimulates the children but also gives them a secure knowledge of technology and how it can be used as well as being able to handle the responsibility of being part of the online world.

Implementation – we teach our computing curriculum through Purple Mash scheme of work. Purple Mash is a program aimed at teaching children to use technology and its different programs competently. The reason we chose this resource to assist us with our teaching is because the resources we need are all in one place and teaching ideas are there to support us and the children when we need it. This scheme is used alongside our own lesson ideas and to suit the needs of individual classes.

As a subject leader, I monitor how it is being implemented through regular discussions with staff and conducting pupil interviews every full term. I also look at work that is completed and saved on purple mash once every half term and match this with what I expect should be taught.

The Purple Mash scheme of work does not include foundation stage so working with the FS Team we have designed a curriculum which fits to the early learning goals and the topics covered each term.

All year groups complete subjects that are revisited from the previous year to consolidate knowledge and skills at beginning of the year before going onto subjects that are new to that year group. Online safety is always early on in the year.

Technology is used in all areas of the curriculum and can be assessed and used as evidence towards IT learning. Presentations are often completed as well as research and many other programmes such as Accelerated Reader, TT Rockstars.

Engaging parents – information is regularly sent out via parent hub and on the website. We hold a parent information evening each year. JOSO complete collective worships for parents and leaflets and posters are displayed.

Online safety

This is built on each year in school until Junior Online Safety Officers are appointed at the higher end of school. These are responsible for sharing the e-safety message throughout the school through posters, presentations, letters and lessons.

YR – personal information, which adult to tell.

Y1 – log in, ownership of work, importance of logging out.

Y2 – communicating and sharing work, how we talk to others online, digital footprint, information online and keeping it secure.

Y3 – keeping passwords safe, understand blogs and communication, accuracy of information online, age restrictions and appropriate and inappropriate behavior from others.

Y4 – Online identity theft, digital footprint, risks and benefits of installing software, plagiarism, screen time and health.

Y5 – sharing digital content and impact, responsibility of online behavior, secure passwords, altering images, inappropriate content shared online, referencing sources and reliability online.

Y6 – location access, secure sites, personal information, digital footprint, appropriate online behavior, game and screen time and health.

Impact –

By the end of foundation stage, children should know how to keep personal information safe and name an adult they would tell if something upset them. They should know what an email is and how to treat technology.

By the end of KS1, children should be able to use a wider variety of vocabulary linked to IT and understand what it means (i.e. algorithm), how to keep safe online and the impact of their digital footprint, to complete some data handling using programs on the computer, how to find information and present it and how art, music and stories can be made.

By the end of KS2, children should know how to code, about protecting privacy, their own digital footprint and the impact of their behavior online, how to balance a healthy lifestyle with screen time, collect and present data and use spreadsheets, writing blogs, (binary and denary) - optional.