Computing Impact Statement

Overall aim: Our children will be masters of technology. They will use this positively, responsibly and safely to ensure they are equipped for the future work place and as active participant of the digital world.

Achievement

	EYFS	KS1	KS2
Progress			
Attainment	90%	89%	88%

What is the impact on the school?

Year 1 and 2 discussed digital literacy and talked about the importance of having a 'hard' password to stop other people from guessing what it is. There was a clear understanding that personal information is private and that it is their responsibility to keep it safe. In Years 3 and 5 coding within computer science was prominent in discussions using Scratch, code.org and Lego. Children having discussed their use of Seesaw and Google classroom as school and at home. The Application of I.T has been taught through other subjects and children could recall making posters, videos, slides and animations.

What is the impact on the local area? Appropriate usage of TikTok and What's App was questioned amongst Y6 children and bespoke lessons were delivered. A parental workshop also delivered as a result. Year 3 visited The Word and took part in a day of coding with robotics. At home, children are often the educators, sharing not only what they have learnt about safety but how to use it with family members.

What is the impact on preparing our children for life in Modern Day Britain?

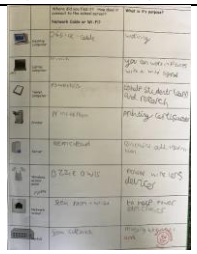
All children, including key stage 1 were aware of 'scams' and 'hacks' and related this to their own experiences of playing online games such as Roblox. In Year 5, they spoke about the relevance of copyright and how this impacts on what they can post online as adults. Children from Key Stage 2 mentioned the increase of use in technology saying, "everywhere … life is now using technology". This lead to a discussion about how use of technology is helping the fight against climate change by reducing paper usage and electric cars.

Impact of child conferences: There was clear coverage of digital literacy and the coding element of computer science. They speak confidently about a wide range of risks associated with online activity due to the subject being frequently revisited.

Impact of data: Three half terms of weekly lessons allocated to Computer Science. Application of I.T and digital literacy to be interwoven with other curriculum subjects such as English, PSHE and Science.

Next steps: Apply practise of Digital Literacy units to the Computer Science strands. Allowing children to revisit and make more progress. Make the purpose of coding and application of I.T known to the children.

Portfolio of Work

			
EYFS	 From the off, our Reception class were straight away exploring technology around the classroom. They were tinkering with the iPads, creating digital art and evaluating their favourites.	 By Spring term, they were able to talk about a range of uses for technology at home and at school. Accessible and engaging texts were used to support their learning of e-safety linked to Old McDonald.	 Reception class showed how well computing is woven into their curriculum. After cooking healthy smoothies during their dinosaur topic they videoed their evaluations and uploaded to Seesaw.
KS1	 For Computer Science, Y1 firstly tinkered with the BeeBots. They investigated algorithms and began to write their own. Towards the end of the unit they were able to control the BeeBots and debug their algorithms.	 Y2 studied the 'connectivity' of devices in Computer Science. They were able to identify them & understand why and how connectivity plays a big role in the world today, preparing them for future life and units in KS2.	 Cross curricular links with DT and English were clear in Y2. They used voice recordings as part of their application of I.T skills to improve the communication element of their evaluations. These were uploaded to Seesaw.
KS2	 Y3 studied the school network and its connectivity. Devices such as the server, hub, switch were located and their purposes identified. This supported future learning into cloud based technologies.	 Y5 showed evidence of rich discussions and debates around e-safety issues such as copyright and ownership. Children were challenged to be open about content that they use and the permissions they receive.	 Across KS2 there was evidence of bespoke lessons being taught to meet the specific needs of the classes in addition to Project Evolve. Y3 looked at Roblox, whilst Y6 delved into What's App & TikTok.