



## 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		93%	84%

### **What is the impact on the school?**

Digital Literacy was a focus due to a growing number of incidents being reported across KS2. To address this, social media was a school priority. Digital literacy units kicked off our teaching, preparing children for future use of platforms and the skills to resolve and support others. The whole school attended The Word to create videos around a wide variety of themes and presented them throughout Safer Internet Week. The application of I.T skills were presented using a wide range of programmes and now using a range of devices now that we have laptops further develop and enhance these skills.

**What is the impact on the local area?** Our Safer Internet Week saw children's videos shared throughout the week with engagement far exceeding previous posts. We continued to post relevant and timely posts from the safer internet centre linked to issues we were hearing within school. We hosted a COOL afternoon where each class conducted a safer internet afternoon with their families.

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


















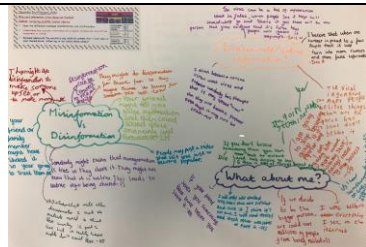
All children, including key stage 1 were aware of 'scams' and 'hacks' and related this to their own experiences of playing online games such as Roblox. In Year 5, they spoke about the relevance of copyright and how this impacts on what they can post online as adults. Children from Key Stage 2 mentioned 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. Children spoke favourably about their trips to the word and now the use of laptops alongside the iPads.

**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:** Continue to 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

	  	  	  
<b>EYFS</b>	 <p>During Safer Internet Day, Rec class looked at different fairy tale posts and decided how it would make them feel using different emojis.</p>	 <p>Reception class put their learning about sequencing algorithms to good use when they programmed Spheros. They used iPads to create and order commands and then observed and discussed what their robot spheres did!</p>	 <p>During their transition time in Y1, Rec class were learning about maps and positional language. They then applied this to programming the BeeBots and moved them around the map using lots of positional language as they did it.</p>
<b>KS1</b>	 <p>Y1 were able to find information using a range of devices using Google, Siri and Alexa to safely search for relevant information. It also provided opportunities to voice record and type!</p>	 <p>Y2 combined digital literacy with a range of I.T skills. They recorded an internet safety video and created E-Books on a range of digital topics to share on our COOL afternoon.</p>	 <p>Year 1 linked data &amp; information systems to their maths learning. They grouped and labelled before they inputted their findings to a database that created bar and pie charts.</p>
<b>KS2</b>	 <p>"Let's talk about it" was the theme of Safer Internet Day and Y3 asked their parents and family members what they would do in some tricky online scenarios.</p>	 <p>Y5 got stuck into physical computing by programming BBC microbits and Lego Spike. They coded lights to flash in different sequence and moved robots around the room!</p>	 <p>Y6 studied misinformation vs disinformation during a digital literacy unit. They looked at how we can be influenced by the trust we have in the person sharing.</p>