



At St. Aloysius, we are rapidly expanding our computing and I.T provision because our aim is for the children to be immersed in the use of iPads and technology for most lessons.

Overview

We want our children to be creators and innovators not just mere consumers of digital content. The idea of the children as digital creators is what underpins our planning and computing units. Our children are taught using the Knowsley Curriculum for computing which has been carefully designed and coherently sequenced to prepare children to become digital citizens of the future.

Alongside this, the children also gain excellent insight into online safety and an awareness of their digital footprint through the use of computing lessons and Jigsaw (PHSE) lessons.

Intent

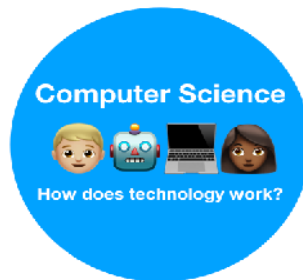
How will we ensure our children know and remember digital skills?

- Enable pupils to use computational thinking and creativity to understand and potentially change the world around them.
- Teach how digital systems work and how to put this knowledge to use through programming.
- Equip pupils to use information technology to create a range of content.
- Develop digital literacy skills, enabling pupils to use and express themselves through information and communication technology.
- Grow a deep awareness and understanding of digital wellbeing and online safety, protecting themselves and others from dangers of the online world.
- Instil a sense of responsibility and duty to value and take care of their personal devices.
- Teach the importance of technology in the future workplace and the role the children will play as active participants in a digital world.
- Draw connections between art and other subject areas, particularly mathematics, science and design & technology.
- Create cross curriculum outcomes through our thematic links which are driven by our Literacy Counts texts.

Implementation

What will it look like in the classroom?

Our children are taught using the Knowsley Curriculum for computing. This is a carefully sequenced computing curriculum that allows children to build on prior knowledge and skills whilst building for future projects.



Our Computing units and progression model is broken down into four strands that make up our computing curriculum.

These are: **Essential Skills, Computer Science, Information Technology and Digital Literacy.**

Essential Skills: ensure the children have the core basic skills to use multiple devices, this is designed to promote independence.

Computer Science: underlines the knowledge and skills relating to computational thinking, coding, algorithms and networks.

Information Technology: underlines the knowledge and skills relating to digital communication, creating multimedia content and data representation/handling.

Digital Literacy: underlines the knowledge and skills relating to online safety and technology in society.

We participate in annual events such as national Computing week, Safer Internet Day, anti-bullying week and technology themed competitions. We, as teachers, model the use of technology in lessons and are always aiming to further enhance our own skill set so we can use it in school.

See separate document for the long-term computing plan.



Impact

How will it be measured?

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

- Children are enthusiastic and interested in their learning.
- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Pupil journals and assessment/feedback on content creation.
- Staff meetings are planned with opportunities for dialogue between teachers.
- Photo evidence of the pupils practical learning.
- Video analysis through recording of performance or practical learning in lessons.
- Pupil self-reflection.
- A reflection on standards achieved against the planned outcomes (progression/what to observe in learning).
- Reflective staff feedback (teacher voice).
- Dedicated Computing leader time.
- Formative and summative approaches.
- Half termly subject leader review time to evaluate teaching, monitor outcomes and plan next steps.