

'Roots to Grow and Wings to Fly'



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Curriculum Progression Document

Computing

St Bartholomew's Computing Curriculum

Vision-

To provide a high quality, inclusive computing education which will equip children to use computational thinking and creativity in order to understand and change their world. Children will learn digital literacy skills and key principles to flourish as confident, happy, self-motivated users of information and communication technology. They will make links with other areas of their learning such as Science, Mathematics and Design Technology. Our children will be equipped to become active and responsible participants in their digital world.

EYFS

Knowledge	Vocab	Skills
<p><u>Reception</u> <u>Computer Science</u></p> <p>To understand that computers follow a set of instructions.</p>	<p>Name types of equipment</p>	<p>Recognise and play with toys/equipment similar to real technology. Explore a range of technology – touch screen, keyboards and mouse. Discuss what happens when buttons are pressed/instructions are given. Explore programming Beebot app on iPads with simple code. Discuss what happens when instructions are given. How do they know what to do?</p>
<p><u>Reception</u> <u>Information</u> <u>Technology</u></p> <p>Recognise common uses of technology beyond school.</p>	<p>Name types of equipment</p>	<p>Recognise simple technologies in the world around us (phones, computers and printers). Take images on iPads. Create images using paint tools and complete basic editing.</p>
<p><u>Reception Digital</u> <u>Literacy</u></p> <p>Recognise how computers are used in their world.</p> <p>Understand who to talk to if they view content that</p>	<p>Name equipment in context</p>	<p>Recognise how computers are used beyond the classroom through role play and discussion. Understand who to talk to if they view content that is inappropriate or upsetting.</p>

is inappropriate or upsetting.		
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EYFS Computing Progression

Learning Focus		
Personal, Social and Emotional Development		Show resilience and perseverance in the face of a challenge.
Physical Development		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
Expressive Arts and Design		Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Early learning goal		
Personal, social and emotional development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Expressive Arts and Design	Creating with materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Technology	To know who to talk to if they are not sure about something they have seen online.	To know how to keep safe online.	To know how to keep safe online.	To know how to keep safe online.	To know how to keep safe online.	To know how to keep safe online.	There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.	
	To know how to keep safe online.	To know how to operate simple equipment	To access, understand and interact with a range of technology within the Year R environment	To use the iPads, changing games and programmes	To explore how a Bee-Bot works	To explain why we need to stay safe online		
	To show an interest in technological toys such as iPads, toys with knobs, pulleys and buttons	To draw pictures on the IPADS and begin to change colours	To draw pictures on the iPADS, changing colour and pen size		To use the internet with adult supervision to find and retrieve information	To use the Bee- Bots and program them to go forwards and backwards		To type their name using a laptop
	To learn about e-safety	To use the iPad to take pictures						

Computing Curriculum Overview

	EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Content	To know how the internet and digital devices can be used safely to find things out and to communicate with others		To know the role of the internet in everyday life	
	To select from a list of apps, games and websites that a trusted adult gives me	To describe the things I enjoy about age appropriate apps, games and websites I am guided to use	To use age appropriate apps, games and websites from a list I have agreed with others	To choose apps, games and websites that are appropriate for my age and explain my reasons to friends
	To know that some material online is protected	To know that pictures, videos or music online belongs to someone	To think about whether I can use images that I find online in my own work	To explain how to check who owns photos, text and clipart
	To know that just because someone has a belief it doesn't make it true		To know that having a belief does not give anyone the right to break the law or hurt others	
	To know not all information seen online is true		To explain how digitally altered images in the media make me feel	
	To be careful about the icons I click or tap when I use technology devices		To use search tools to find appropriate information and decide whether I can trust it	To identify key words to use when searching safely online and think about the reliability of information I find
			To identify adverts online, including those within Google searches	To ignore or close adverts and pop-ups that appear on my device and explain my reasons
	To use links to websites to find information	To know there can be risks to downloading things from the internet	To identify some possible risks to devices	To explain why I need to protect my computer or device from harm
		To ask a trusted adult before downloading files and games from the Internet	To explain why I need to ask a trusted adult before downloading files and games from the internet	

	Year 3	Year 4	Year 5	Year 6	
E-Safety - Content	To know the role of the internet in everyday life		To know that for most people the internet is an integral part of life and has many benefits		
	To think about whether I can use images that I find online in my own work	To explain how to check who owns photos, text and clipart		To acknowledge the sources of information that I find online	
	To explain how digitally altered images in the media make me feel		To know the reasons why images are altered		To explain how images in the media affect how we feel about ourselves
	To show awareness of the harm that can be caused by terrorism and extremism (Including online)		To learn the difference between terrorist actions and the right to peaceful protest (including online)		
	To use search tools to find appropriate information and decide whether I can trust it	To identify key words to use when searching safely online and think about the reliability of information I find		To use a search engine to find and evaluate different types of information	To understand terms such as fake news, bots, trolling, catfish, social media algorithm, phishing, spam
	To use age appropriate apps, games and websites from a list I have agreed with others	To choose apps, games and websites that are appropriate for my age and explain my reasons to friends		To select age-appropriate apps, games and websites and encourage my friends to do the same	
	To identify adverts online, including those within Google searches	To ignore or close adverts and pop-ups that appear on my device and explain my reasons		To identify the intended audience for an advert	
	To identify some possible risks to devices		To explain why I need to protect my computer or device from harm		To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
	To ask a trusted adult before downloading files and games from the Internet		To explain why I need to ask a trusted adult before downloading files and games from the internet		To protect my computer or device from harm on the internet
			To know which online resources I can download and use		
			To identify positive and negative influences of games and devices and make sure this influences the way I use them		To support my friends in evaluating their use of games and devices and make good choices for myself
To know where and how to report concerns and get support with issues online		To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them			

'Roots to Grow and Wings to Fly'

		EYFS/Year 1	Year 2	Year 3	Year 4
E-Safety - Conduct	To agree and use sensible rules to keep me safe when I use technology	To agree and use sensible rules to keep me safe when I use technology	To agree and use sensible rules to keep me safe when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology
	To tell a trusted adult what I want to use a device for	To talk to a trusted adult about how I will keep myself safe before I use a device	To use the safety features of websites as well as reporting concerns to a trusted adult	To use a secure password and explain why they are important To protect my personal information when I do different things online	To use appropriate strategies to deal with comments online
	To tell a trusted adult when something worrying or unexpected happens when I am using a device				To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult
	To know what my personal information is and keep it private	To explain why I need to keep my passwords and personal information private	To know that anything I share online will stay there to be seen and used by others		
	To know that something I put online can be seen by others	To know home something can spread once it is put online	To know that anything I share online will stay there to be seen and used by others		
	To know hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	To comment positively and respectfully To know what bullying is and that people can be hurt by words and actions; that people can say hurtful things online	To describe the ways that people get bullied when they use different technologies and consider what I post	To make safe choices when using technology to communicate responsibly with others	
	To use devices for the time I am allowed and tell you what else I like doing	To know to take a break and do something else when I have been using a device for too long	To make good choices about when and why I use devices		
	To show a trusted adult when something worrying or unexpected happens when I am online		To know where and how to report concerns and get support with issues online		

		Year 3	Year 4	Year 5	Year 6
E-Safety - Conduct	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to make good choices when I use technology	To contribute to shared rules and use them to support myself and others when we use technology	
	To use the safety features of websites as well as reporting concerns to a trusted adult	To use appropriate strategies to deal with comments online To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult		To explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to a trusted adult	To support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult
	To describe the ways that people get bullied when they use different technologies and consider what I post	To make safe choices when using technology to communicate responsibly with others	To know the impact of positive and negative content online on their own and others' mental and physical wellbeing To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online		
	To use a secure password and explain why they are important	To use a secure password and safe screen name when I am using an online tool			
	To protect my personal information when I do different things online			To explain the risks of sharing too much about myself online.	To consider terms and conditions and adjust privacy settings to maintain control of my personal information
	To know that anything I share online will stay there to be seen and used by others			To check the information about me online and know that some of it can be uploaded by others	To know how information and data is shared and used online
	To make good choices about when and why I use devices	To know the benefits of rationing time spent online, the risks of excessive time spent on electronic devices			
	To understand the need to seek and give permission (consent) in different situations	To know importance of permission seeking and giving (consent) in relationships with friends, peers and adults			
	To explain how I feel when someone responds to something I have shared online			To compare my online and face-to-face relationships.	To know the same principles, apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
	To identify similarities and differences between people I know and people I see in the media/online	To recognise that online friendships affect my feelings		To explain how online friendships affect our feelings	To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary			To know people sometimes behave differently online, including by pretending to be someone they are not	To know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict
	To know how to manage difficult friendship situations and seek help or advice from others, if needed	To have strategies for recognising and managing peer influence and a desire for peer approval in friendships			

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		EYFS/Year 1	Year 2	Year 3	Year 4	
E-Safety - Contact		To know that not everyone is who they say they are online	To know that sometimes people may behave differently online, including by pretending to be someone they are not	To know what is appropriate in friendships and wider relationships (including online)		
		To use different technologies, with a trusted adult, to communicate responsibly with others		To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour		
		To talk about why it is important to be kind and polite online and in real life		To always communicate kindly and respectfully and can describe the impact where this does not happen		
		To know I need to ask permission before carrying out certain actions (including online)	To know there are situations when they should ask for permission and also when their permission should be sought		To understand the need to seek and give permission (consent) in different situations	
		To know that some people on the internet are unkind to others		To explain how I feel when someone responds to something I have shared online		
		To recognise there is a difference between friends I know in real life and people I play with online			To identify similarities and differences in my relationships with people I know and people I see in the media/online	To recognise that online friendships affect my feelings
		To know that friends should not ask them to do something that makes them uncomfortable	To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	
					To know how to manage difficult friendship situations (including online) and seek help or advice from others, if needed	

With reference to the ELIM E Safety statements. Although taught as a unit, this should be revisited at least every term

Using a computer

Using a computer	Year 1	Year 2	Year 3
	Technology around us	Information technology around us	Connecting computers
	Digital painting	Digital photography	Stop-frame animation
	Moving a robot	Robot algorithms	Sequencing sounds
	Grouping data	pictograms	Branching databases
	Digital writing	Digital music	Desktop publishing
	Programming animations	Programming quizzes	Events and actions in programs
	Year 4	Year 5	Year 6
The internet	Systems and searching	Communication and collaboration	
Audio production	Video production	Webpage creation	
Repetition in shapes	Selection in physical computing	Variables in games	
Data logging	Flat-file databases	Introduction to spreadsheets	
Photo editing	Vector graphics	3D modelling	
Repetition in games	Selection in quizzes	Sensing movement	
		Using a microbit	

Implementation – Reasoning Behind our KS1 Computing Curriculum

STAGE	THEME	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
	<p>Technology in our lives</p> <p>Multimedia</p> <p>Programming</p> <p>Handling Data</p> <p>Online safety</p> <p>Autumn Term: I am kind and responsible</p> <p>Spring Term: I am safe and secure</p> <p>Summer Term: I am healthy</p>	<p>The New Wessex Planning allows our teachers to build their own Computing curriculum:</p> <ul style="list-style-type: none"> • to develop safe, responsible and competent learners • who are creative, curious and logical • as they navigate, investigate and contribute to the world around them <p>This planning, which has been developed and constantly updated since the 2014 National Curriculum was launched, is split into blocks for each area of Somerset's computing curriculum. Blocks are chosen to suit the technology available within our school.</p> <p>The Elim planning provides great pedagogy which is regularly updated to ensure new areas are covered appropriately with the latest information.</p> <p>Assessment is embedded and the program provides a strong progression throughout the year groups allowing children to enhance, develop and build on their existing knowledge and experiences.</p> <p>It provides an age-appropriate online safety curriculum that is flexible, relevant and engages pupils' interest</p> <ul style="list-style-type: none"> • Builds on the success of the original Somerset BYTE resources, updating for new opportunities and challenges • Increases pupil involvement and promotes active learning • Provides continually updated full lesson plans, assemblies and support for teachers • Includes a continuous provision map for foundation stage • Promotes partnership with parents, providing ideas for sharing learning with families 	<p>Christian Values:</p> <p><i>Respect/Trust/Compassion/Aspiration/Forgiveness/Courage</i></p>

KS1 Computing Vocabulary

Year 1

<u>Programming</u>	<u>Handling Data</u>	<u>Multimedia</u>	<u>Technology in our Lives</u>
Algorithm Backward Button Clear Code Debug Distance Floor robot Forward Go Instructions Mistake Move Pause/wait Predict Program Quarter turn/right angle Turn left Turn right Sequence Stop	Collect Data Found out Pictograph Questions Record Sort Venn diagram	Animate App Backspace Camera Delete Insert Keyboard Open Photo(graph) Print Right click Save Shift Sound Space bar Video/film	Communicate QR code Search Technology/computer devices World Wide Web/Internet

Year 2

<u>Programming</u>	<u>Handling Data</u>	<u>Multimedia</u>	<u>Technology in our Lives</u>
Algorithm	Branching database	Animate	Communicate
Backward	Collect	App	QR code
Button	Data	Backspace	Search engine
Clear	Decision tree	Clipart	Technology/computer devices
Code	Found out	Copy	Website
Debug	Graph	Delete	World Wide Web/internet
Distance	Investigate	Ener	
Execute	Pictograph	Folder	
Floor robot	Questions	Image	
Forward	Record	Insert	
Go	Sort	Keyboard	
Half turn	Venn Diagram	Open	
Instructions		Photo(graph)	
Mistake/error		Print	
Move		Right click	
Pause/wait		Save	
Predict		Select	
Program		Shift	
Quarter turn/right angle		Software	
Turn left		Sound	
Turn right		Space bar	
Sequence		Video/film	
Stop			
Symbol			

Implementation – Reasoning Behind our KS2 Computing Curriculum

STAGE	THEME	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
KS2	<p><i>Technology in our lives</i> <i>Multimedia</i> <i>Programming</i> <i>Handling Data</i></p> <p><i>Online safety</i> <i>Autumn Term: I am kind and responsible</i> <i>Spring Term: I am safe and secure</i> <i>Summer Term: I am healthy</i></p>	<p>The New Wessex Planning allows our teachers to build their own Computing curriculum:</p> <ul style="list-style-type: none"> to develop safe, responsible and competent learners who are creative, curious and logical as they navigate, investigate and contribute to the world around them <p>This planning, which has been developed and constantly updated since the 2014 National Curriculum was launched, is split into blocks for each area of Somerset's computing curriculum. Blocks are chosen to suit the technology available within our school.</p> <p>The Elim planning provides great pedagogy which is regularly updated to ensure new areas are covered appropriately with the latest information.</p> <p>Assessment is embedded and the program provides a strong progression throughout the year groups allowing children to enhance, develop and build on their existing knowledge and experiences.</p> <p>It provides an age-appropriate online safety curriculum that is flexible, relevant and engages pupils' interest</p> <ul style="list-style-type: none"> Builds on the success of the original Somerset BYTE resources, updating for new opportunities and challenges Increases pupil involvement and promotes active learning Provides continually updated full lesson plans, assemblies and support for teachers Includes a continuous provision map for foundation stage Promotes partnership with parents, providing ideas for sharing learning with families 	<p><i>Christian Values:</i></p> <p><i>Respect/Trust/Compassion/Aspiration/Forgiveness/Courage</i></p>

Progression in Computing

Children should be taught to-

KS1

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

Create and debug simple programs

use logical reasoning to predict the behaviour of simple programs

use technology purposefully to create, organise, store, manipulate and retrieve digital content

recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

KS2

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part

use sequence, selection, and repetition in programs; work with variables and various forms of input and output

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 3

<u>Programming</u>	<u>Handling Data</u>	<u>Multimedia</u>	<u>Technology in our Lives</u>
Algorithm Background Block Collaboration Control Costume Debug Event Forever Imagine Implement Input Make mistakes Movement Pattern Output Persevere Repeat Rotation Sequence Sprite Stage Wait/pause	Branching database Chart Collect Data Database Data logger Decision tree Graph Information Interpret Investigate Questions Record Results Tally Sort Venn diagram	Animate Animation App Backspace Clipart Copy Delete Document Edit Enter Font Greenscreen Image Insert Hyperlink Keyboard Layout Narration Open Photo(graph) Right click Save Select Shift Slides Software Sound Space bar Style Text Video/film	Communicate Computing devices Copyright Email Filter Internet QR code Reliability Search engine Search result Webpage Website World Wide Web

Year 4

Programming	Handling Data	Multimedia	Technology in our Lives
Algorithm Background Block Collaboration Computational thinking Control Costume Debug Design Effect Event Forever Imagine Implement Input Make mistakes Movement Pattern Output Persevere Repeat Rotation Selection (if/then) Sequence Sprite Stage Wait/pause	Branching database Chart Collect Data Database Data logger Decision tree Field Graph Hypothesis Information Interpret Investigate Predict Questions Record Results Tally Sort Venn diagram	Animate Animation App Audience Backspace Clipart Comic strip Document Edit Enter Folder Font Greenscreen Image Insert Hyperlink Layout Narration Persuasive Presentation Right click Select Screen shot Shift Slides Software Sound effect Space bar Story board Style	Blog Citation Communicate Computing devices Copyright Email Filter Hyperlink Internet QR code Reliability Search engine Search result Search query Vlog Webpage Website World Wide Web

		Template Text	
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Year 5

<u>Programming</u>	<u>Multimedia</u>	<u>Technology in our lives</u>	<u>Handling data</u>
Algorithm	<i>Animate</i>	Blog	Anomaly
Block	<i>Animation</i>	Citation	Average
Broadcast	<i>App</i>	Communicate	Chart
Collaboration	<i>Audience</i>	Computing devices	Collect
Command	<i>Bullet points</i>	Copyright	Complex questions
Computational thinking	<i>Clipart</i>	Email	Data
Control	<i>Comic strip</i>	Digital content	Database
Debug	<i>Document</i>	Digital advertising	Data logger
Decomposition	Edit	Filter	Decision tree
Design	Folder	Hyperlink	Formulae
Effect	Font	Internet	Field
Event	Greenscreen	Internet Services	Graph
Forever	Insert	QR Code	Hypothesis
Imagine	Heading / subheading	Reliability	Information
Implement	Hyperlink	Search engine	Interrogate
Input	Layout	Search result	Interpret
Make mistakes	Narration	Search query	Investigate
Pattern	Persuasive	Vlog	Model
Output	Right click	Webpage	Plausible
Persevere	Select	Website	Predict
Repeat	Screen shot	World Wide Web	Questions
Rotation	Shift		Record
Selection (If Then)	<i>Slides</i>		Results
Sequence	<i>Software</i>		Tally
Sprite	<i>Sound effect</i>		Sort
Variable	<i>Sound recording</i>		Venn diagram
X position / Y	<i>Storyboard</i>		
	<i>Style</i>		

position	<i>Tab Template</i>		
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Year 6

<u>Programming</u>	<u>Multimedia</u>	<u>Technology in our lives</u>	<u>Handling data</u>
Abstraction	Animate	Blog	Analyse
Algorithm	Animation	Citation	Anomaly
Broadcast	App	Client	Average
Collaboration	Audience	Copyright	Chart
Command	Bullet points	Digital content	Collect
Computational thinking	Clipart	Digital advertising	Complex questions
Control	Comic strip	Domain	Data
Debug	Document	Filter	Database
Decomposition	Edit	Hyperlink	Data logger
Design	Folder	Internet Service	Decision tree
Effect	Font	Provider	Formulae
Event	Greenscreen	LAN Local Area	Field
Forever	Insert	Network	Graph
Imagine	Heading / subheading	Packets	Hypothesis
Implement	Hyperlink	Protocol	Information
Input	Layout	Router	Interrogate
Make mistakes	Narration	QR Code	Interpret
Pattern	Persuasive	Reliability	Investigate
Output	Production	Search engine	Knowledge
Persevere	Right click	Search result	Model
Repeat	Select	Search query	Plausible
Rotation	Screen shot	Vlog	Predict
Selection (If Then)	Shift	Webpage	Process
Sequence	Slides	Website	Questions
Sprite	Software	WAN Wider Area	Record
Variable	Sound effect	Network	Results
X position / Y	Sound recording		Tally
	Storyboard		Sort

position	Style Tab Template Theme		Venn diagram
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What will computing look like in the classroom?

- Unplugged lessons – children will use key skills and knowledge to apply computer terms and vocabulary to everyday lives and activities
- Touch typing activities
- Using age appropriate apps and websites
- Strong Online safety focus
- Using technology tools to present or complete assignments
- Strong sense of compassion and respect for other people's work and opinions
- Appreciate diversity
- Lesson starter activity focusing on touch typing skills and online safety.
- Specify key vocabulary to be used and its meaning.
- Research, investigation and interpretation of findings.
- Children will communicate their computer and online safety knowledge and understanding appropriately.
- Children evaluate their learning and compare with peers.

Assessment

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each term. Success criteria have been developed for each strand for each year and this remains an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

Formative assessments are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity. Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps.

Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

SEN

At St Bartholomew's, we believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of

the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally, as part of our dyslexia friendly approach to teaching and learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Monitoring and review

The subject leader (Tammy Court) is responsible for monitoring the standard of the children's work and the quality of teaching in line with requirements from subject leader meetings, work analysis and lesson observations. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.