ICT at Greenhead and Henshaw Primary Schools

Intent	Implementation	Impact
At Greenhead Primary School, our computing curriculum is designed around the four key areas, as outlined in the National Curriculum. These are: ➢ **computer science**, ➢ **information technology**, ➢ **digital literacy** ➢ **online safety**. The combination of these areas equips our children with the ability to safely and confidently use a computer. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. We intend to build a computing curriculum that develops pupil's learning and results in the acquisition of knowledge of the world around them that ensures all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. We intend to build a computing curriculum that prepares pupils to live safely in an increasingly digital British society where pupils can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.	➢ A clear and effective, bespoke curricular of work that provides coverage in line with the National Curriculum. Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science ➢ Access to resources which aid in the acquisition of skills and knowledge. ➢ Children will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications. ➢ Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. Children will have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism and social media. ➢ Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning. ➢ The importance of online safety is shown through displays within the learning. ➢ Parents are informed when issues relating to online safety arise and further information/support is provided if required.	➢ Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school. ➢ Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving. ➢ Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.