******ICT in our classrooms at Brampton Cortonwood Infant School**

**Our Lesson Structure**

>In our ICT lessons, you will see whole class teaching, group work and independent work.

>Children start their lessons with prior knowledge retrieval – basic operation of system to power on, login, open relevant apps.

>The main teaching includes the teaching of new skills whilst embedding previously taught skills.

>Children will use equipment ranging from laptop computers, Beebots, Sphero’s, Nintendo DS’s and iPads.

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and realising the successes and possibilities of ICT.

>Ensure an appropriate progression of ICT skills and knowledge is in place over time so that pupils are supported to be comfortable in usage, and challenge teachers to support struggling users whilst progressing more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Identify everyday technology that has improved our lives and how it fulfilled a need.

>Keep up to date with current ICT research and subject development through an appropriate subject body or professional group.

>Monitor the quality of education provided during ICT lessons to ensure that the quality provided for all pupils is good or better.

>Celebrate the successes of pupils through planned displays and collate appropriate evidence over time which evidences that pupils know more and remember more.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

>Organise successful ICT projects which can be completed ‘at home’ in conjunction with ‘at school’.

>Promote active and healthy lifestyles to our children, parents and staff and the importance of these in our mental health, encouraging healthy screen and non-screen time.

**Our Teachers**

>Teachers will follow the progression model for ICT which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

>Teachers will assess pupils through formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>Teachers will help pupils understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their age-appropriate progression model.

>Teachers will encourage participation at home for computing clubs and activities and showcase their efforts within class.

>Staff will have the knowledge, confidence and ability to support SEND children and will focus efforts with additional support and accessibility technology (such as keyboards, mice and screen shields/alterations). Pre-teach sessions, keep-up sessions and catch-up sessions will be tailored per children’s needs and detailed, specific interventions will be used for additional support.

**Our Environment**

>In our ICT Suite there is an ICT display aimed at e-Safety, a key component to EYFS-KS1 computer usage. This is a working display that allows resources to be taken and used when delivering sessions.

>In the ICT Suite there is also a ‘WOW!’ wall where we celebrate children’s ICT achievements – whether that be work done in school or at home.

>In the mid-latter stages of Y2, a ‘home competition’ runs where children can complete stages of code.org levels (teaching children about algorithms and coding) with rewards and showcases in school. This embeds all previously taught skills through KS1.

>In KS1 children will access a formal ICT lesson once a week, planned using our progression model. Children will also access reward times using our school technology such as iPads, Beebots, Spheros and Nintendo DS devices.

**Our Pupils’ Voice and lessons**

> Pupils will have a secure understanding of the key skills for each key area of the curriculum: typing, programming algorithms, use logical reasoning, use technology purposefully to create/store/manipulate and retrieve digital content, recognise IT common uses and use IT safely and respectfully.

> Pupil’s voice will have progression of understanding, with appropriate vocabulary which supports and extends understanding when confidently discussing ICT and identifying their own strengths and areas for development.

>Pupil’s quality of ICT skills will be shown in lessons through ability to meet the desired outcomes. Pupils will be able to apply the skills they learn each year and are beginning to think and work like computer literate workers.

**Our Approach**

The DfE states in the national curriculum in England that a computing education allows children to use computational thinking and creativity to understand and change the world. With links to maths, science, and design and technology, computing ensures that children become digitally literate, along with being taught the principles of information and computation. Being such a core part of everyday life, the national curriculum for computing has been developed to equip children with the skills and understanding they'll need to safely use computers and other forms of technology. The computing national curriculum ensures that children become digitally literate, whilst expressing themselves and their ideas through information and communication technology. The national curriculum for computing aims ensure that all children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and are responsible, competent, confident, and creative users of information and communication technology.