Est. 1948

GATEHOUSE

SCHOOL

COMPUTING POLICY & SCHEME OF WORK

Policy agreed:	Autumn 2022
Review date:	Autumn 2023
Next review due:	Autumn 2024

This document is a statement of the aims, principles and strategies for the teaching of computing at Gatehouse School.

This policy should be read in conjunction with the **E-Safety Policy**, **Code of Conduct for Online Session Policy** and the Computing Long-Term overview which sets out in detail what pupils will be taught each year in computing and how computing can facilitate or enhance work in other curriculum areas.

CONTENT:

1. Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world, it is essential that we enable our children to access ideas and experiences from a wide range of sources: to find, explore, analyse, exchange and present information responsibly and creatively. Computing prepares children to be able participate in a world that is being increasingly transformed by access to technology.

In order to prepare pupils for the opportunities presented in this rapidly-changing world, their computing curriculum should provide them with the skills, knowledge and understanding to safely explore the subject of computing while they are at Gatehouse, and the confidence to help them adapt to further changes in technology after they leave.

2. Legislation

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework, although within the revised EYFS statutory framework, the Technology strand within Understanding the World has been removed. At Gatehouse, we use computing lessons and opportunities within each area of the framework to develop the pupils' skills and knowledge in the Early Years.

3. Aims

- To enable children to become independent users of Computing, gaining confidence and enjoyment from their computing activities.
- To provide children with access to a range of computer software and hardware.
- To provide children with opportunities to develop their computing capabilities in areas specified within the National Computing Curriculum that is delivered in a cross-curricular way.
- To use computing as a tool to support teaching throughout the school.
- To ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

4. Objectives

In order to fulfil the above aims, it is necessary to ensure that:

- There is a systematic progression of computing learning between year groups and key stages.

- Cross-curricular links are exploited between computing and other curriculums, where appropriate.
- Children's experiences and progression are monitored and assessed.
- Resources and equipment are kept up-to-date as much as possible.
- There is communication between all teaching staff to ensure that skills and knowledge are kept up-to-date.
- The computing lead is kept up to date with current methods and aims in teaching computing at primary school level, and to attend relevant courses to ensure this.

5. Roles & Responsibilities

Governing Body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation and will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with Special
- Educational Needs and Disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Computing Lead

- To oversee the planning and delivery of computing within the school.
- To ensure that there is a clear progression and continuity in the teaching of computing throughout the school.
- Monitoring in line with the school's Monitoring and Assessment Timetable.
- To take responsibility for the purchasing and organisation of computing lesson resources.
- To aid the school, when required, in teaching staff about use of resources.
- To plan and teach appropriate computing activities following the aims of the school's computing curriculum.
- To advise colleagues about effective teaching strategies, managing equipment and purchasing resources.
- To organise any school trips or visiting speakers.
- To monitor the delivery of the computing curriculum and report to the headteacher on the current status of the subject.
- To produce and maintain a computing development plan and present it to the SLT.
- Devising and implementing a subject specific action plan in line with the school's SDP.
- Raising the profile of and championing their subject within school and the wider school community.
- Analysis of data.

Class teachers

- Teachers are encouraged to use technology to produce plans, reports, communications and teaching resources.
- Teachers are expected to use technology as part of their teaching and learning practice e.g mapping tools in geography.

- Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader on any requests for training.

6. Teaching & Learning

Teaching staff in the department are:

- Sarah Amissah (Lead)
- Paul Frary (Technician)
- Antony Percival (TA)

The computing lead will use the National Computing Curriculum as a basis to ensure all pupils meet the national standards but the expectations are that pupils are challenged and develop their computational thinking skills.

Children are taught one computing lesson a week from Reception to Year 6.
In Reception, lessons are 30 minutes long: from Years 1 to 6, lessons should vary between 45-60 minutes in length depending on its placement in the timetable. All lessons take place in the computing suite. There is no homework set.

Lessons are predominantly based on whole class teaching, although children will also work in pairs or small groups to share ideas, work out solutions to problems or work collaboratively on a project.

Throughout their time at Gatehouse School, children will build on their computing skills in three key areas of learning:

Digital Literacy
Information Technology
Computer Science / Programming

Reception: The main aim of computing lessons will be to introduce children to using a desktop computer, mouse and keyboard. They will learn how to navigate a program in order to create work, building on their mouse dexterity and gradually making independent decisions in their work in order to ensure the best possible outcome. They will also be taught to recognise common uses of computing beyond school, drawing comparisons between the computer technology they have at home, if any.

KS1: Children are given their own computer account, and begin learning how to log on and off in order to access work they have saved. Children will save work to the school network - the “Z: Drive”. As well as using a variety of simple programs, they also learn the basics of programming and how to use an internet browser to find search engines and visit websites safely.

KS2: Children are given their own Google online storage account, which will allow them to access work from both home and school. They begin to learn a wider variety of more sophisticated programs and programming languages to produce work, but also build on their knowledge of computer science with a range of increasingly challenging programming topics. Children will also gain a much more in-depth knowledge of using the web, including an understanding of how the web is constructed, how search engines work, building websites, how to compare and critique information online, and how to avoid online dangers and how to properly respond when situations arise.

High Expectations

At Gatehouse, our teachers, governors, parents and other adults have high expectations of our pupils. This produces a consistently positive and respectful learning ethos in and outside the classroom through displays and the celebration of children's efforts and work during Commendation assemblies. The children are well behaved, fully engaged in their learning and are confident, respectful members of the school community.

Use of Technology to support Teaching and Learning

At Gatehouse School, the use of technology to support teaching and learning is embedded within the curriculum at differing points of lessons, such as: adult led input, content created by pupils, assessment for learning and differentiation. Technology is seen as a tool to be used to enhance and transform teaching and as a method for pupils to demonstrate their learning. Specifically, we envision that technology is available and effectively used by all children and staff:

- To provide global access to information.
- To meet the curricular needs of all learners.
- To provide access to the general curriculum.
- To refine critical thinking skills and foster creativity.
- To provide a medium for expression and communication.
- To collect, assess, and share performance information.
- To improve the effectiveness of administrative tasks.
- To provide skills and proficiencies necessary for the workforce.

Use of Interactive Whiteboard Screen Time

Each classroom is fitted with an interactive whiteboard screen, which provides a multisensory and tactile teaching resource. IWBs provide many teaching benefits, such as accessing various sources to enhance and support their lessons with video, articles and images. Images and videos on the screen provide children with a visual aid to clarify and embed learning. **Please see the overview of curriculum-linked learning resources in the appendix.**

Teaching staff use the IWB to:

- Model the learning process
- Mirror teaching material through visualisers or tablets

Whilst technology enhances our curriculum, we are mindful of how excessive use can have negative effects.

The ways in which we regulate this at Gatehouse School are:

- Using technology only to show educational content linked to curriculum areas in our Programme of Study.
- Avoiding the use of screen time as a reward.
- Monitoring the amount of screen use the children have across subjects.

7. Cross-Curricular Links

Each computing topic should have one or several cross-curricular links to other subjects they are covering in that term or half term.

For example, a Year 5 topic about using a database program to make graphs will:

- Teach children how to use programs such as Microsoft Excel or Google Sheets, comparing and contrasting between them;
- Link to a variety of areas in their mathematics curriculum;
- involve learning data algorithms, such as equations for working out a sum or an average within their data;
- Provide children with further opportunities to extend their own learning by searching online for other features of the program they are using.

At the end of each topic, children will have produced a piece of work that should reflect the skills, knowledge and understanding they have gained.

8. Differentiation

Within a class there will be a wide variety in computing abilities, often as a result of the access to computing technologies at home. Work is differentiated by the expected-outcome of their final piece of work, and by the support and feedback given to each pupil by the teaching staff. It is accepted that children will not always complete a piece of work, but should have the opportunity to revisit it later in the year: see Assessment in section 10.

It is important that all children are sufficiently supported in lessons in order to maximise what they are able to produce. At times, separate work may be prepared for some children, but they should mainly be supported by the teaching staff giving them clear and achievable targets.

All children can be provided for in a variety of ways: by being given more challenging targets within the lesson or by producing further additional pieces of work that illustrate the skills, knowledge and understanding they have learned and presenting them in more sophisticated ways.

9. Equal Opportunities, Inclusion and(SEND)

Computing also offers opportunities for pupils with special educational needs, gifted and talented children, and/or children with English as an additional language. In order to ensure that the needs of these children are being met, the computing teacher will liaise with the SENCO lead and discuss what resources are required. If the situation arises, the school will endeavour to provide the appropriate resources to suit the specific needs of individuals or groups of children.

Topics covered in computing lessons should also, where appropriate, promote the values of teaching at Gatehouse School. Children should use the wealth of information available to them on the web to explore the world around them, learn more about themselves and others, and use their imagination and creativity to present this in their work. The annual online safety topic will also cover many aspects of online safety and how children should conduct themselves online.

It is our policy to ensure that all children, regardless of race, class or gender, should have the opportunity to develop computing and ICT capability.

We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are free from class, gender or racial prejudice or bias.
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

10. Assessment

Formative assessment should take place during each lesson, as the teacher takes note of each child's ability to meet lesson aims and individual targets.

KS1 & KS2: Teachers regularly assess progress through observations and evidence. Key objectives for assessment are taken from the National Curriculum to assess computing each term. Assessing computing is an integral part of teaching & learning and key to good practice.
Assessment should be process oriented - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. 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' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. 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.

11. Recording & Reporting

Reception: When appropriate, the specific learning aim should be included on the finished work.

In the Autumn and Summer terms, the computing teacher will give brief written feedback on each child's progress and attainment so far. This will be given to the Reception teachers and incorporated into their EYFS report under the "Knowledge & Understanding of the World" section.

KS1 & KS2: Comments and suggestions for further improvement will be made on each piece of finished work.

A report grade for effort and achievement is awarded three times a year, at the end of each term. A more detailed report is given at the end of the Spring Term.

12. Health & Safety

Children are taught the basic rules of using the computing suite from Reception. They should know why it is unsafe to keep food or drink near a computer. They should also know basic rules of safety around computers, including how to handle them and ensuring that they are sitting correctly when using one

13. Online Safety:

All staff are aware of and follow the DfE guidance Teaching online safety in school 2019 to ensure our children understand how to stay safe and behave online as part of existing curriculum requirements. Children will learn about online safety annually during their web literacy topic. However, throughout the year, children should know that if they come across something online which they feel is inappropriate during a lesson, they should immediately report this to a teacher.

Throughout their time at Gatehouse School they should also be aware of:

- The nature of computer viruses and ways in which they can spread;
- The importance of using a computer console correctly in order to prevent damage to the hardware;
- The importance of using regularly-updated antivirus software in order to protect against security risks.

14. Home-School Links

Children use the online Google storage drive they are given in Year 3. This gives them access to a number of Google features:

- Gmail
- Google Drive
- Programs such as Google Docs, Sheets, and Slides

This storage drive will allow children to continue work between home and school, and to share work with parents and friends. It will also tie in with many other teaching aspects of the computing curriculum: knowledge and use of different programs; choosing between different approaches when presenting work; storing and organising files; understanding the way in which the world wide web is constructed, with relation to storage servers; and the responsibility of having access to a school email account, and ensuring that they use it in an appropriate and safe manner.

15. Curriculum Development & Organisation

The Computing Lead will keep up to date with any curriculum developments in computing.

Staff training
The computing subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

Health and Safety

(see also Health and Safety policy)

The school is aware of the health and safety issues involved in children's use of IT and computing. All fixed electrical appliances in school and all portable electrical equipment in school are tested by an external contractor annually.

It is advised that staff should not bring their own electrical equipment into school but, if this is necessary, equipment must be PAT tested before being used in school.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician, bursar or head teacher who will arrange for repair or disposal.

In addition:

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment.
- Liquids must not be left near the computers.
- Magnets must be kept away from all equipment

Security

- The computing technician will be responsible for regularly updating anti-virus software and adblock software .
- Use of IT and computing will be in line with the school's e-safety policy.
- The agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all computing areas.

16. Review

This policy will be reviewed annually following discussions with The Computing Lead, SLT and the computing technician.

17. Computing Curriculum Overview

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
R	Using the Mouse (Paint / Online Games)		Digital Citizenship	Typing Skills (Home Row and Numbers)	Coding (Programmable Toys)	Coding (Code.org - A)
1	Typing (Word)	Coding (Code.org - A)	Digital Citizenship	Tables / Charts (Pictograms/J2Data)	Coding (Code.org - A)	Digital Painting (Painting)
2	Visual Documents (Word)	Coding (Code.org- B)	Digital Citizenship	Tables / Charts (Bar Charts J2Data)	Coding (Code.org- B/Scratch Jr)	
3	Google Account (GMail/Google Classroom)	Coding (Code.org - C)	Digital Citizenship	Multimedia (Stopframe Animation)	Coding (Scratch Animation)	3D Modelling (Toy Theatre Build)
4	Databases / Search (Online)	Coding (Code.org - D)	Digital Citizenship	Database Flatbase Databases	Coding (Code.org - D)	Coding (Scratch - Selection Quizzes)
5	Databases Spreadsheets (Google Sheets)	Coding (Code.org E)	Digital Citizenship	Digital Media (Vector Drawing)	Coding (Code.org E)	Coding (Python)
6	Website Design (Google Sites)	Coding (Code.org F)	Digital Citizenship	3D Animation (Tinkercad/Blender)	Coding (Variables - Games)	Multimedia Video Production

18. INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

The interactive whiteboards provide a multisensory, tactile, visual and auditory aid to learning. This stimulates and brings abstract concepts into the concrete world and aids children's learning by allowing teachers to model the process and children to practise the process The teacher can also mirror teaching material through the use of visualisers or tablets which brings the learning to life.

The whiteboard is essentially a modern version of the traditional chalkboard, allowing teachers to access and present information for learning through multiple mediums, such as PowerPoints, slides, clips and more. This encourages increased engagement and provides further opportunities to allow the teacher and pupil to work interactively.

SPECIALIST SUBJECTS INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	**Screen Time**
Art	
Google Slides/PowerPoint - **(~15 mins over number of lessons)** ● Displaying information on the topic we are studying for each year group/project. **Visualizer** ● Activity demo - which enlarges my hands on the big screen and enables children to see what I am doing - I do this in combination to using my drawing white board or large paper. ● To show examples of project work - throughout lessons.	
Drama	
Google Slides/PowerPoint ● To display images related to historical content. e.g Vikings in Yr4 and Black Women in History.	**Educational videos** Example sources include: ● Short 1920's film footage of Josephine Baker.
French	
Google Slides/PowerPoint ● Flashcards ● Wordbanks	**YouTube** ● To listen to French songs, model the focus. The video helps children attach meaning to the words.

Starter or plenary to assess children's learning or reinforce targeted vocabulary. **Digital dialects** ● Short sessions games to learn/explore vocabulary **Virtual French Program** ● Interactive program where children are introduced to new vocabulary naturally, seeing the pictures and hearing the sounds, before being shown the text. ● Activities include multiple-choice and true and false quizzes, gap filling exercises, matching words and pictures, games. This offers the possibility of instant feedback to learners. This greatly enhances the learning experience. **Duolingo Classroom** ● Activities and tasks set up related to topics covered in class and to revise basic vocabulary or grammar. It is adapted to children's needs. Children can also work on their task at home if they wish to extend their learning.	**BBC Videos - Virtually French** ● Using authentic material for children to have a better insight into the culture of the country and people whose language they study.
Science	
PowerPoint presentations ● Display information on topics they are learning about ● Show scientific diagrams ● Introduce or model information on specific experiments **Visualizer** ● Experiment demos - to show children how to carry-out a particular experiment. ● To show equipment and specimens to children like a lamb's heart/eye and more	**YouTube** ● As appropriate for example, when learning about Evolution pupils will watch a video about Charles Darwin and answer questions. The purpose of showing videos is to give children a different visual representation and input of what they are learning about as well as taking notes and answering questions.
Nurture Groups	
<u>Interactive Whiteboard (rare use)</u> ● To share a solution to a problem (although a traditional whiteboard is typically used for this in maths). ● To allow students the opportunity to teach or present to the group. ● To display a resource which the students may need for their work, e.g. an image for writing inspiration, a set of instructions or a poem. **<u>Chromebook Use</u>** ● To access Google Classroom and allow students to complete assignments set. This may involve recording work on programs such as Sheets, Google Docs, Slides or Jamboard.	**Instruction video** ● For example, the ICT Nurture group watched some clips which supported them to build and code their robot. **BBC Bitesize** ● Provides a particularly useful visual explanation for a specific concept alongside teaching to consolidate learning.

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- To conduct research - once again, the links which I direct students to have been initially scrutinised to check suitability and age-appropriateness.

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<tr><td colspan="2">Music</td></tr>
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Smart Notebook

- In Nursery lessons, to draw representations of characters in a song, for individuals to point at and guide the performance of the song.
- Displaying an example of a rhythm pattern for children to learn to read.

SINGUP

- For some Year 1/2 it is used as a great resource for learning songs. The words are displayed on the IWB, with a cursor automatically moving along each word in time as the song plays. Used as a support tool: to supplement modelling and copying, where children practise honing their musical and aural skills.
- In songwriting units, displaying lyrics provides inspiration by viewing carefully chosen videos with scrolling lyrics in order to analyse the song narrative and structure.

Charanga- a fantastic music teaching platform,

- Sing-alongs
- Warm up activities
- Displaying Historical facts.

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Displaying Images

- e.g Seasonal image connected with a song or a time of year.

Online Music

- During music listening sessions, a song or a piece of music for the children to listen to. In these cases, the screen will be blanked out, in order to allow the class to really focus on the music.

Clips

- Year 2 - Short video clip of an orchestra or band to show how and which instruments are being played. This is always followed by a discussion about the music afterwards to ensure children have understood what they have seen and.
- Year 5 - Short excerpts of African drumming or demonstrations of polyrhythms or cyclic rhythm patterns.
- Clips of an orchestra performing in a concert
- Clip of the Kanneh-Mason family. a family of 7 highly gifted siblings, all musicians of an exceptionally high level. This is used for diversity of representation, especially in the world of classical music and for pure inspiration.

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<tr><td colspan="2">P.E and Games</td></tr>
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Screen Time

Athletics technique videos
‘Fosbury Flop’ technique for high jump - we may show the children example videos of athletes completing this for them to understand what it looks like. This also means we can pause and look at certain movements closer for them to repeat.

P.E in classrooms
In the unlikely event the weather does not allow us to go outside and both halls are being used, we may need to have our PE lesson in a classroom.
In order for our lesson to stay topic focused, we may choose to analyse specific areas within a sport. For example, we may be focusing on forward runs without the ball in football matches. We may choose to watch

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and analyse this within video footage of matches that are appropriate and reflect on what they have seen. This will develop pupils' understanding of tactics and develop knowledge of the game.	
Humanities / R.E	
PowerPoint presentations ● Display information on topic that we are studying ● relating to the learning objective ● Interactive quizzes for starter/plenary sessions. ● Displaying timelines of periods under discussion.	**Educational videos** ● Previewed videos used to enhance learning through giving an audio/visual enactment of historical subjects e.g. Dan Snow's series on World War One. ● BBC videos used to examine different religions, beliefs and festivals e.g. Diwali, Hanukkah, Eid.

NURSERY INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

In Nursery, screen time is planned to support a specific learning intention and is supervised by a member of staff. Teachers often talk over the pictures and pause the screen regularly to reinforce the learning.

IWB	Screen Time
Numeracy and Literacy	**Education Videos:** Watching past Nursery Nativity, Easter Bonnet parade and dance productions to give children an understanding of past events and to help them understand what they will do in these shows when it is their turn to perform. **Link assembly** On occasions, we may watch cultural video presentations made by parents/ or clips on how families celebrate their own festivals/celebrations around the world. **Music** International week watching clips to see how children live in other countries/ music/dance/ geographical places of interest.
Interactive games and activities supporting new concepts / thinking skills/independence /developing communication and language skills and working as part of a team.	
Personal, Social, Emotional Development:	
Looking at photographs of ourselves to reinforce positive play experiences /sharing /taking turns/looking after our environment /belonging.	
Physical Development /Expressive Art and Design	
Drawing to develop fine and gross motor skill and learning to operate the icons	
Understanding the world	
Topic We use our whiteboard to give real life experiences on topics such as wildlife / hedgehogs/squirrels/habitats/ pumpkins/castles /space /road safety/jazz music	

All clips usually last from three to eight minutes
Teacher made resources
Parent made resources
Educational website for Early Years

RECEPTION INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	Screentime
Maths	
Displaying powerpoints and smart notebook pages. ● Explain concepts and new learning. ● Children using the smartboard pen or their finger to demonstrate learning. ● Mathematical games during the teaching input or for the plenary.	**Maths starter songs** via: Youtube BBC Bitesize Cbeebies ● Introduce/remind children of the theme for that week. **Number Block Video** ● We discuss what the songs are about and children answer questions relating to it.
Phonics	
Powerpoints and pre-made smart notebook pages. ● Explain concepts and new learning. ● Children come to the front and practise writing and reading words/sentences. ● Literacy games during the teaching input or for the plenary	**Phonics video (~2min)** ● Introducing a new sound about that letter sound. The children engage by practising saying the sound writing the letter in the air **Tricky words songs** **Letter sound songs** **Storybook video** ● Children watch a video about the focus book that has been used for the week to allow the characters to come to life for them. This is paused throughout and discussed with the children.
Topic/Link	
Displaying powerpoints and smart notebook pages. ● Explain concepts and new learning.	**Educational video clips** ● Used to enhance children's understanding. For example- watching an African tribe dance or the life cycle of a butterfly etc. Or in link

	assembly to show different festivals and celebrations.

The most common sites we use are:

https://www.educationcity.com
https://www.discoveryeducation.co.uk
https://www.abcya.com
https://www.topmarks.co.uk
https://www.education.com
https://m.youtube.com/c/JackHartmann

YEAR ONE INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	Screen Time
Maths	
Displaying PowerPoints and Smart Notebook pages. ● Explain concepts and new learning. ● Children using the smartboard pen on their finger to demonstrate learning. ● Mathematical games during the teaching input or for the plenary.	**Maths starter songs** via: YouTube BBC Bitesize Cbeebies ● Introduce/remind children of the theme for that week. **Number Block Video** ● We discuss what the songs are about and children answer questions relating to it.
Phonics	
PowerPoints and pre-made Smart Notebook pages. ● Explain concepts and new learning. ● Children come to the front and practise writing and reading words/sentences. ● Literacy games during the teaching input or for the plenary	**Phonics video (~3min)** ● Introducing a new sound about that letter sound. The children engage by practising saying the sound writing the letter in the air **Tricky words songs** **Letter sound songs** **Storybook video** ● Children watch a video about the focus book that has been used for the week to allow the characters to come to life for them. This is paused throughout and discussed with the children.
Topic	
Displaying PowerPoints and Smart Notebook pages. ● Explain concepts and new learning.	**Educational video clips** ● Used to enhance children's understanding. For example- watching an African tribe dance or the life cycle of a butterfly etc. Or in Link

	Assembly to show different festivals and celebrations.

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https://www.abcya.com
https://www.topmarks.co.uk
https://www.education.com
https://m.youtube.com/c/JackHartmann

YEAR TWO INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	Screen Time
Maths	
Google slides/PowerPoint presentations. ● Explain concepts and new learning. ● Children using the smartboard pen on their finger to demonstrate learning. **Interactive games** *e.g team games such as Hit the button, Smoothie Maths and Daily 10.* ● To form the basis of some of our starters and plenaries.	**Maths songs** ● Supporting learning through rhyming, alliteration and songs help to reinforce the development of mathematical skills by activating the mental processes that promote memory. ● Students practise their language skills and start to move these mathematical concepts into their long-term memory. These songs include counting in 2, 5 and 10, and number bond songs. ● Supporting the learning of multiplication tables as the rhyme and repetition helps cement this knowledge into the long-term memory thus enabling a faster recall of times tables.
English	
Google slides/PowerPoint presentations. ● Explain concepts and new learning. **Handwriting and phonics.** ● Handwriting repeater website to model the correct letter formation and joins. This can then be played on repeat to remind the whole class of the letter formations, whilst the teacher supports individual children at their desks.	**Video Stimulus - Literacy Shed** ● By using a video without dialogue, we encourage the children to build their vocabulary by asking them to identify verbs, adjectives, nouns and adverbs. ● This resource also supports children's developing inference, sequencing, comprehension and drama skills. ● Children are encouraged to create meaning from images, which in turn leads to creative writing and is a useful tool to scaffold learning across a wide range of abilities. **Literacy songs and stories** ● Used when a book is unavailable or as a way of revisiting a story we have previously read in class.

Humanities and Science	
Google slides/PowerPoint presentations. ● Explain concepts and new learning. **Humanities and Science games** ● to revisit concepts that were previously taught to check children's knowledge and understanding.	**Short informational videos** ● Educational content to help further their learning, such as giving information around Foods of the Future

YEAR THREE INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	**Screen Time**
Maths	
Google slides/PowerPoint presentations. ● Explain concepts and new learning. ● Children using the Smartboard pen on their finger to demonstrate learning. **Interactive games** *e.g team games such as Hit the Button and Mathletics.* ● To form the basis of some of our starters and plenaries.	**BBC Bitesize Clips** ● To revise and consolidate concepts for example regrouping or exchanging when solving column addition and subtraction.
English	
Google Slides/PowerPoint presentations. ● Explain concepts and new learning. ● Children using the Smartboard pen on their finger to demonstrate learning. **Handwriting and phonics.** ● Teacher uses the board to model the correct letter formation and joins. ● Children using the Smartboard pen on their finger to demonstrate learning. **Interactive games** ● e.g Matching up words or writing on the board.	**BBC Bitesize Clips** ● The children are sometimes shown a short video linking to a grammar lesson via YouTube or on BBC Bitesize.
Current Affairs	
Google slides/PowerPoint presentations.	**Newsround -** BBC children's news programme

● Inform and act as a springboard for discussions on particular current affairs topics.	● Conversation starter providing engaging, entertaining and age appropriate news content. In addition to Newsround, may be a short video recommendation from the Cambridgeshire PSHE service program.

YEAR FOUR INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	**Screen Time**
Maths	
Google slides/PowerPoint presentations. ● to demonstrate model examples of a particular task e.g. worked example ● both during the teaching input and for children to refer to during their independent tasks **Interactive games** *e.g team games such as Hit the Button and Mathletics.* ● To form the basis of some of our starters and plenaries.	**BBC Bitesize Clips** ● To revise and consolidate concepts for example regrouping or exchanging when solving column addition and subtraction. ● The use of Vimeo for White Rose Maths
English	
Google slides/PowerPoint presentations. ● Explain concepts and new learning. ● for viewing information **Visualiser** ● to model examples of writing e.g. an example diary entry to scaffold learning ● to demonstrate handwriting to pupils (via the visualiser) ● to share examples of pupils' work to assess against the success criteria	**Educational Clips** ● to engage with relevant online resources e.g. BBC Bitesize for grammar and punctuation activities ● poets performing their poetry when learning about performance poetry
Current Affairs	
Google slides/PowerPoint presentations.	**Newsround -** BBC children's news programme

● Inform and act as a springboard for discussions on particular current affairs topics.	● Conversation starter providing engaging, entertaining and age appropriate news content.

YEAR FIVE INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	Screen Time
Maths	
Powerpoint, Word, Excel, Publisher, PDF ● Demonstrate model examples of a particular task e.g. worked example ● Display or introduce new concepts. **Interactive games** ● To revise and consolidate key concepts. - Countdown (number round) for mental maths - Hit the button mental maths - active element - I can read Roman Numerals - active element	**Maths Videos** ● Songs to embed learning: an example of this includes BIDMAS to the tune of '*Mr Postman'*.
English	
Presentations and Word ● Explain concepts and new learning. ● Displaying word banks and learning objectives ● Administration of tasks e.g. recording spelling results **Lynx** ● Interactive tool for handwriting. Pobble has powerpoints and activities for English tasks **Flashcards and Games** ● Engaging way to launch a lesson or deliver a plenary. Encouraging children of all abilities to be included and supported through their learning. **Nelson Website** ● Practical tools for the Reading scheme and handwriting	**Educational Clips** ● BBC Bitesize - a useful resource with videos and notes on the topics we are doing at school. ● YouTube videos through BBC Teach or similar for how to use clauses or commas, for example.

Current Affairs/Form time	
Google slides/PowerPoint presentations. ● Inform and act as a springboard for discussions on particular current affairs topics.	● Newsround for Current Affairs

YEAR SIX INTERACTIVE WHITEBOARD AND SCREEN TIME OVERVIEW

IWB	**Screen Time**
Maths	
Google Slides/PowerPoint presentations ● Introducing and modelling new concepts	
English	
Word/Google Slides/PowerPoint presentations ● Showing examples of poems / creative writing ● Introducing a topic ● Collaborative mind mapping tool **Online Teaching and Learning platforms:** ● Atom Learning - Weekly activities ● Spelling Frame - Homework activities (recap) ● Google Classroom (Sharing children's work examples)	**Educational videos from sources which are verified.** Example sources include: ● BBC Bitesize for English - Grammar activities, rules and short video clips ● YouTube videos based upon refugees in response to our class novel (*The Boy at the Back of the Class*) - in the Autumn Term ● YouTube Videos - Listening to poems being read out by famous poets - in the Spring Term. ● YouTube videos - Macbeth clips and summaries - in the Summer Term
Current Affairs / PSHE	
Google slides/Power-Point presentations. ● For pupils to share their powerpoint presentation with the class.	**Newsround -** ● BBC children's news programme ● Conversation starter providing engaging, entertaining and age appropriate news content.