



HIGHFIELD FARM PRIMARY SCHOOL

EYFS Policy

Date of Policy approval – September 2023

Date of Policy review – September 2024

Intent

In the EYFS at Highfield Farm Primary School, we provide a curriculum aimed at developing each child to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including those with additional needs.
- Provide a broad, balanced and relevant curriculum that will set in place firm foundations for future learning and development, building coherent sequences of components which are based on a progression of key concepts and knowledge set out within ranges.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/carers and value their contributions, ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Provide opportunities whereby children experience a challenging and memorable learning experience.
- Provide experiences for all children, whatever their strengths and needs, which are inclusive.

We create opportunities for children to build their retained knowledge, understanding and skills, through the provision of quality interactions and teaching and learning that is both adult-directed and child-led. We support the children to develop social skills and an understanding of how to interact positively and confidently in different contexts and to develop vocabulary. We run an open-ended learning environment that offers opportunities for children to become engaged, independent and motivated in their own learning. We use the cycle of observation, assessment, planning and teaching to enhance and extend learning at the appropriate level for all individuals. We plan adult-directed activities that meet the needs of all children to help them develop and to make progress. We use the Characteristics of Effective Learning to enable our pupils to be ready for Year 1 and we

practice Rosenshine's principles to ensure teaching is effective and equitable for all children, including those from vulnerable groups.

Implementation

We strive to give our children the best start to their education as possible. The child is at the centre of everything we do. Our practitioners are passionate about Early Years and providing the best possible start for our youngest children. The curriculum has been designed to be relevant to our children's context but also ambitious. It is taught through a blended approach of adult-directed and child-initiated learning. The continuous and enhanced provision provides resources for the pupils to develop and consolidate knowledge and skills in all areas of the curriculum.

Teaching within our EYFS classrooms is founded upon the many different ways in which adults help young children to learn. A fundamental aspect of this are the interactions that take place during planned and child-initiated play and activities. We believe our teaching staff have the most impact upon children's development when they communicate and model language, demonstrate key skills, give detailed explanations, explore ideas, recall previous knowledge or experience, provide a narrative for what they are doing and facilitate and set challenges. We believe that effective teaching will respond to each child's emerging needs and interests and guide their development through warm, positive interaction. We recognise the importance of allowing children to lead their own learning through self-initiated play and seek to enhance this by providing a suitable balance of activities led or guided by adults. We also plan adult-directed learning which focuses on key knowledge and skills the children require to progress and develop to reach the end of year expectations. Scaffold and challenge are used to ensure that the learning is appropriate for all learners, enabling them to flourish. As children progress through the EYFS, and as their development allows, we carefully plan and adapt our daily timetable to prepare children for moving to Year 1 and more formal learning.

Impact

The monitoring and evaluation of children's progress is centred on the in-depth knowledge and understanding staff have of each individual child's abilities and skills gained through their daily observation and interactions. In support of this, we create electronic Learning Journals to further evidence the productivity and progress of children during high-quality adult-led sessions and purposeful child-initiated play. Learning Journals will include short transcripts of an interaction between an adult and child, statements describing the objective achieved through play-based activities, photographs of children engaged in learning and examples of their work. This qualitative information is then used to support summative assessments of a child's level of development and their progress towards achieving the Early Learning Goals by the end of their Reception year.

In the final term of their Reception year, the EYFS Profile is completed for each child. The Profile provides a well-rounded picture of a child's knowledge, understanding and abilities and assesses each child's level of development against the Early Learning Goals. Teaching staff indicate whether children are meeting the expected levels of development, if they are exceeding expected levels, or not yet reaching expected levels and still emerging in this area. Children who achieve at least the expected level in all of the prime areas plus literacy and mathematics are considered to have reached a Good Level of Development. This is shared with parents and carers in their child's end-of-year report, passed on to their Year 1 teacher and also submitted to the Local Authority for further analysis.

THE EARLY YEARS FOUNDATION STAGE IS BASED UPON FOUR PRINCIPLES:

A UNIQUE CHILD

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

POSITIVE RELATIONSHIPS

We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

ENABLING ENVIRONMENTS

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

LEARNING AND DEVELOPMENT

Foundation stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At Highfield Farm we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through an holistic approach to learning ensuring that parents and guardians, support staff and the Foundation team work effectively together to support the learning and development of the children in their charge.

AIMS

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Highfield Farm we aim to:

- Provide a safe and challenging, stimulating, caring and sharing environment that is sensitive to the needs of all children.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability have the opportunity to reach their full potential.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, that are inclusive rather than parallel.

LEARNING AND DEVELOPMENT

Learning and development is categorised into three prime areas of learning:

- Communication and language
- Physical development
- Personal, Social and emotional development

Additionally there are four specific areas of learning

- Literacy
- Maths
- Understanding the world
- Expressive art and design.

Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

OBSERVATION, ASSESSMENT AND PLANNING

Long, medium and short term plans are made by the EYFS teaching Staff. Long term plans are drawn up yearly and they provide an overview of what we intend the children to learn by the end of the Reception Year. Medium term plans are made half-termly, and short term plans are drawn up on a weekly basis. The short term plans take into consideration the needs of individual children or groups of children. They also take into account the interests of children and any unplanned events. Ongoing assessment is also used to inform the following weeks planning.

We make regular assessments of Children's learning and we use this information to ensure that future planning reflects the identified needs. Assessment in the EYFS takes the form of long, short

and recorded observations and this involves the teacher and other adults as appropriate. These observations are recorded and used towards profiles that are kept on all children and shared with parents. At the end of FS1 and FS2 a written report is made for each child and sent home to parents.

DAILY LEARNING

All children in the foundation stage unit will take part in a literacy, numeracy and phonic based lesson/activity dependent on their ability every day. Each lesson will reflect the terms topic and will be focused around learning intentions linked to the ages and stages of development matters.

In addition to this, children will explore topic related activities around the unit focused on developing learning in each area of the curriculum. The activities take place in both indoor and outdoor environment.

ENVIRONMENT

The foundation stage unit is a stimulating environment in which the children learn. The indoor classroom and outdoor area is organised into areas to reflect the curriculum. The areas are tidy and well-resourced to enhance children's learning and independence. Each half term the unit is set up to reflect the topic for the term. The children's work and ideas will then be added to the environment throughout the term to constantly reflect learning and achievements.

EARLY YEARS FOUNDATION STAGE LEARNING JOURNEY

The Learning Journey is completed for each child towards the end of the Foundation year and the results reported to parents formally through parents meetings and the results sent to the LA for analysis. Teachers and Teaching Assistants record observations of children's achievements across seven curriculum areas. These records are then used to complete the Learning Journey.

THE ROLE OF PARENTS

We encourage a partnership with parents and aim to achieve this through:

- Inviting parents to join us for transition activities during the school year before they join us in FS2, talking to parents about their child's needs.
- Inviting parents to Phonics meetings.
- Inviting parents to a 'Curriculum Meeting' early in the first term.
- Making arrangements for helping their child to settle into school.
- Providing opportunities at the beginning and end of each day for parents to talk to the teacher.
- Inviting the parents into the classroom to show the work created throughout each topic.
- Offering formal parents meetings in the Autumn and Spring Terms to share information about their child and to discuss their child's progress with the class teacher.
- Providing the parents with a written report on their child's progress at the end of the Summer Term.
- Encouraging parents to participate in their child's learning through activities such as reading and sharing books.
- Providing a contact book for each child 'Learning Log'.

- Set a Dojo account up for each child so parents/carers can access photographs of learning, comments and proud points. Home activities and achievements can be sent to the class teacher through Dojo to strength home/school links.
- Providing a 'Topic Narrative letter at the beginning of every term outlining our curriculum plans for the term.

THE INDUCTION PROCESS

In FS1, new children are invited to spend a session with their parents or carers so that they can meet their new friends and have a taster session. Parents can ask any questions they may have and learn about the routines and expectations of the setting.

In FS2, staff go out to meet children who have not attended our Nursery to make a first point of contact. They find out about children's likes and dislikes and preferred ways of working. Parents are invited to school for a meeting with the Head Teacher, Reception Teachers and Inclusion Leader. They find out about school routines and expectations and staff are available to answer any questions. In July, the children also have the chance to spend a day with their new teacher in order to experience a full day routine, including lunch time. This way, the children are prepared for starting full time in September and usually look forward to doing this as a result of this transition.

As a special welcome to Highfield Farm, all nursery and reception children will be given the gift of a book to start school with and to emphasize the importance of reading and provide the parents with an instant opportunity to engage and support with this.

INTIMATE CARE

This is any care that involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However depending on the age and stage of a child's development, they may need some support, for example, dressing, wiping their bottom after using the toilet and changing underwear and clothes following an accident.

Parents inform staff of those children likely to require such care and a discussion takes place regarding how their needs can be met as closely in school as they would be met at home. Parents provide clean clothing and are always informed when a child has needed such care.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. Privacy is maintained as far as possible and staff are always encouraged to change a child in the presence of another member of staff. Intimate care is given to children who need it in line with our school policy. Parents are always informed when this care is given.

INCLUSION AND EQUAL OPPORTUNITIES

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific learning difficulties and disabilities. Individual education plans identify targets in specific areas of learning for

those children who require additional support commensurate with the school's Special Educational Needs Policy. In line with the school's Equal Opportunities Policy, we will provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes

Appendix 1

THE PRINCIPLES OF INSTRUCTION

Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIALS IN SMALL STEPS



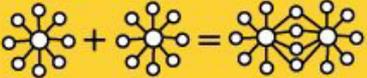
Our working memory is small, only handling a few bits of information at once. Avoid its overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Summarised by Oliver Cawg Ed | @olivercawg | Teachinglow2s.com

Appendix 2

Computing Progression N.C. Statements KS1 Year 1



	Computer Science		Information Technology	Digital Literacy		
Statement	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 content or contact on the internet or other online technologies.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity . Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code .	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes) , 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count .	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

Computing Progression N.C. Statements KS1 Year 2



	Computer Science		Information Technology	Digital Literacy		
Statement	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 content or contact on the internet or other online technologies.
Outcome	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs , children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp . Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence . Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template . Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs .	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.

Computing Progression N.C. Statements KS2 Year 3



	Computer Science			Information Technology	Digital Literacy		
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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 concern about content and contact.
Outcome	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code . In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email . They can describe appropriate email conventions when communicating in this way.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph . Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails. e.g. 2Respond .	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.

Computing Progression N.C. Statements KS2 Year 4



	Computer Science			Information Technology	Digital Literacy		
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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 concern about content and contact.
Outcome	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if' statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code .	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code . In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish . Children share digital content within their community, i.e. using Virtual Display Boards .	Children can explore key concepts relating to online safety using concept mapping such as 2Connect . They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

Computing Progression N.C. Statements KS2 Year 5



	Computer Science				Information Technology	Digital Literacy	
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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 concern about content and contact.
Outcome	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of <u>code</u> .	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their <u>algorithm design</u> .	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the <u>naming of variables</u> .	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. <u>2Blog, 2Email, Display Boards</u> .	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution, e.g. creating their own program to meet a design brief using <u>2Code</u> . They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. <u>2Blog, Display Boards and 2Email</u> .	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and <u>online services</u> . Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

Computing Progression N.C. Statements KS2 Year 6



	Computer Science				Information Technology	Digital Literacy	
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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 concern about content and contact.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a <u>problem</u> .	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the <u>value of functions</u> .	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the <u>program as a whole</u> .	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the <u>internet in school</u> .	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. <u>2Blog</u> . They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet/inappropriate behaviours through developing critical thinking, e.g. <u>2Respond</u> activities. They recognise the value in preserving their privacy when online for their own and other people's safety.