

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school, we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

ICT VISION AND CURRICULUM STATEMENT

At Cliftonville Primary School the principal aim of our ICT curriculum is to equip pupils to use computational thinking and creativity to understand and change the world. In ICT lessons, pupils are taught the principles of information, computation and programming, enabling them to use information technology to create programs, systems and a range of content. We endeavour to equip pupils with the necessary digital literacy skills for the future workplace and to participate actively, responsibly and safely in a digital world.

Pupils develop their understanding and application of the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation, through regular ICT units which have a computer science focus. These units also involve the analysis of computational problems and the writing of computer programs in order to solve them. In a range of units, pupils are taught to evaluate and apply information technology, as well as creating their own content in a wide range of contexts. An essential element of all units is equipping pupils with the skills to be responsible, competent, confident and creative users of information and communication technology. The curriculum is carefully sequenced to build and revisit the knowledge and skills throughout EYFS and Key Stage 1 and 2 which will form the foundations of their secondary ICT education.

As with all subjects, teaching the technical vocabulary necessary for understanding and discussing concepts is a fundamental element of our ICT curriculum. As they progress through the curriculum, pupils will develop an extended ICT vocabulary which they will be challenged to use both orally, to articulate their understanding of computer science and information technology, and in written work, where appropriate.

ICT is a truly cross-curricular subject as its applications feature in every aspect of modern day life but it has particularly deep links with mathematics, science and design and technology. The majority of ICT units take their context from other curriculum subjects; and knowledge and skills gained in ICT lessons are widely applied across the curriculum. These cross-curricular links enable pupils to make connections which deepen their subject knowledge, as well as their understanding of ICT's applications across a wide range of contexts in the wider world.