



# Inspire Education Trust

Together we achieve, individually we grow

## Digital Technology Policy

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## Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 22	Jo Upton	New policy
V2			Sept 24	R Mushing	No changes

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The Digital Technology Curriculum at Inspire Education Trust provides children with memorable, ambitious, exciting and relevant learning opportunities designed to develop their knowledge and skills across essential areas of Computer Science and Information and Communication Technology. In addition, the Digital Technology Curriculum ensures that our children have the vital knowledge and skills necessary to keep themselves safe whenever they access technology and the internet. The Digital Technology Curriculum ensures that children become digitally literate, with the ability to use, express themselves and develop their ideas through use of technology, supporting their development for the future workplace and as active participants in a digital world.

The Inspire Digital Technology Curriculum uses programmes of study from the 2014 Primary National Curriculum as its base for Computing, but goes beyond this to also incorporate Information and Communication Technology (ICT) as well as creating Digital Content.

The curriculum is organised into three units of work per year that cover the three key aspects of Digital Technology:

- **Information and Communication Technology** – learning about how digital technology can be used to create and publish a range of content using Office-based software. This includes posters, presentations and using spreadsheets to handle data.
- **Computing** – learning about the way in which digital technology can be used to program software and apps. This includes learning how to enter code to control computer programs and how to debug and correct coding errors.
- **Digital Content** – learning about how digital technology can be used in wider contexts to create more elaborate digital content. This includes learning a wide range of skills linked to animation, photography, videography and website design.

## 1. AIMS

The aims of the Digital Technology curriculum at Inspire are:

- To ensure safe use of ICT, including how to keep safe when online
- To develop responsible, confident and creative users of ICT
- To use and apply the fundamental principles and concepts of computer science
- To present problems in computational terms and develop practical experience of writing computer programs
- To develop digital literacy skills for use in the digital world, today and in the future
- To evaluate and apply ICT use, including new and unfamiliar technologies.

## 2. ENRICHMENT EXPERIENCES / LINKS WITH PARENTS AND THE COMMUNITY

Teaching staff are encouraged to broaden the experiences for the children within Digital Technology units through sharing skills learnt in end-of-unit projects, for example a digital

poster, a promotional video and a webpage. Children complete a Digital Technology project in each unit which is shared with parents and the wider school community. When relevant, visitors and shared experiences of the wider school community are used to further enrich the learning experiences, for example, involvement with parents and cross-school links,

Children’s achievements are celebrated regularly through school websites, school newsletters, displays in classrooms and shared areas, and in assemblies where children are encouraged to share their knowledge and skills with the rest of the school.

In addition to this, we involve parents and the wider community in the following ways:

- Curriculum letters to parents are sent at the start of each term, outlining key information about the term’s Digital Technology unit;
- Children and families are invited to take part in the Inspire Awards Scheme, where, through sets of challenges, children learn about and enjoy the world around them outside school, whilst making lasting memories. Many of these experiences link to learning within the Digital Technology Curriculum;
- Regular ‘Come and Share’ afternoons where children have the opportunity to share their learning that from their Digital Technology units as appropriate.

### Core Digital Technology Knowledge

The Inspire Digital Technology Curriculum builds children’s knowledge in each key aspect of study:

- Information and Communication Technology
- Computing
- Digital Content

Year	Information and Communication Technology	Computing	Digital Content
Year 1	• Understand the role of ICT in the home and school.	• Understand the role of computers in the home and school.	• Understand the role of digital content in the home and school.
Year 2	• Understand the role of ICT in the home and school.	• Understand the role of computers in the home and school.	• Understand the role of digital content in the home and school.
Year 3	• Understand the role of ICT in the home and school.	• Understand the role of computers in the home and school.	• Understand the role of digital content in the home and school.
Year 4	• Understand the role of ICT in the home and school.	• Understand the role of computers in the home and school.	• Understand the role of digital content in the home and school.
Year 5	• Understand the role of ICT in the home and school.	• Understand the role of computers in the home and school.	• Understand the role of digital content in the home and school.
Year 6	• Understand the role of ICT in the home and school.	• Understand the role of computers in the home and school.	• Understand the role of digital content in the home and school.

A Knowledge Tracker identifies core knowledge statements that children learn in each year group from Year 1 to Year 6, building their knowledge in these key areas.

### Core Digital Technology Skills

Skills across all aspects of Digital Technology are taught within and across the curriculum units. Six key skills are taught across the Digital Technology curriculum and progression in

these skills is supported through a Digital Technology Progression Strand Tracker which identifies age-related expectations for each skill area:

- Using a digital device
- Word Processing
- Creating and Publishing (Using ICT)
- Finding information online
- Computing: Coding
- Creating digital content

### 3. DIGITAL TECHNOLOGY CURRICULUM PLANNING

Long Term Plans: These take the form of a Curriculum Overview which gives the overview of what Digital Technology units will be taught in each year group. This shows coverage of the three key aspects – ICT, Computing and Digital Content – as well as e-safety coverage both in Digital Technology and across the curriculum:

Inspire Digital Technology Curriculum Overview 2022-2023				
	Autumn Term ICT	Spring Term Computing	Summer Term Digital Content (extension: Photography & Film; Web Design)	Across the Curriculum / On-Going E-Safety
Year 1	<b>Introduction to Word Processing</b> <ul style="list-style-type: none"> <li>Turning on / logging in</li> <li>Writing text</li> <li>Font size</li> </ul>	<b>Introduction to Coding</b> <ul style="list-style-type: none"> <li>Computational thinking</li> <li>Sequencing</li> <li>Problem solving &amp; Algorithms</li> </ul>	<b>Stop Motion Animation</b> <ul style="list-style-type: none"> <li>What is animation</li> <li>Creating stop motion animation</li> </ul>	<b>E-Safety Week February 2023</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul>
Year 2	<b>Presenting Information</b> <ul style="list-style-type: none"> <li>Editing text</li> <li>Copy and Paste</li> <li>Saving work</li> <li>Introduction to PowerPoint</li> </ul>	<b>Let's Fix It</b> <ul style="list-style-type: none"> <li>Debugging</li> <li>Analysing simple computer programs</li> </ul>	<b>Photography &amp; Videography</b> <ul style="list-style-type: none"> <li>Taking &amp; editing photos</li> <li>Using photos to create a video</li> </ul>	<b>E-Safety Week February 2023</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul>
Year 3	<b>Publishing Digitally</b> <ul style="list-style-type: none"> <li>Page layout</li> <li>Inserting Shapes</li> <li>Inserting WordArt/Text box</li> </ul>	<b>My First Program</b> <ul style="list-style-type: none"> <li>Coding first game</li> <li>Using own graphics</li> </ul>	<b>The Internet &amp; Webpage Design</b> <ul style="list-style-type: none"> <li>How networks &amp; the internet work</li> <li>Design own website</li> </ul>	<b>PSHE: Spring 1</b> <ul style="list-style-type: none"> <li>Keeping Safe &amp; why it's important – online and offline scenarios</li> </ul> <b>Summer 1</b> <ul style="list-style-type: none"> <li>Keeping Safe online &amp; who to go to for help</li> <li>Samoa</li> </ul> <b>E-Safety Week February 2023</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul>
Year 4	<b>Enhancing Presentations</b> <ul style="list-style-type: none"> <li>Animation</li> <li>Transitions</li> <li>Backgrounds</li> </ul>	<b>Makes Games</b> <ul style="list-style-type: none"> <li>Coding first game</li> <li>Animation</li> <li>Artificial intelligence</li> </ul>	<b>Digital Animation</b> <ul style="list-style-type: none"> <li>Duplicating slides to create an animation</li> </ul>	<b>E-Safety Week February 2023</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul>

Year 5	<b>Introduction to Excel</b> <ul style="list-style-type: none"> <li>Enter Spreadsheets</li> <li>Sum Formulae</li> <li>Bar Charts</li> </ul>	<b>Code</b> <ul style="list-style-type: none"> <li>2-player game</li> <li>Variables</li> </ul>	<b>Flipping</b> <ul style="list-style-type: none"> <li>What is flipping</li> <li>Using advanced editing techniques in a video</li> </ul>	<b>PSHE: Summer 1</b> <ul style="list-style-type: none"> <li>Safe online communities</li> <li>Rights &amp; responsibilities online</li> <li>Online gaming &amp; gaming</li> <li>Building strong relationships</li> <li>Strategies of online gaming</li> <li>Quality internet usage rules</li> </ul> <b>Summer 2</b> <ul style="list-style-type: none"> <li>Protection of online and media content</li> </ul> <b>E-Safety Week February 2023</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul>
Year 6	<b>Excel Planning</b> <ul style="list-style-type: none"> <li>Other formulae in Excel</li> <li>Printing area</li> <li>Event Planning</li> </ul>	<b>Games and Videos</b> <ul style="list-style-type: none"> <li>Conditional language</li> <li>Storyboarding</li> </ul>	<b>HTML, Coding</b> <ul style="list-style-type: none"> <li>How websites use HTML, CSS</li> <li>Using HTML to create a website</li> </ul>	<b>PSHE: Summer 1</b> <ul style="list-style-type: none"> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul> <b>Summer 2</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul> <b>E-Safety Week February 2023</b> <ul style="list-style-type: none"> <li>Gaming</li> </ul>

Medium Term Plans: These take the form of Curriculum Planners. These provide information about:

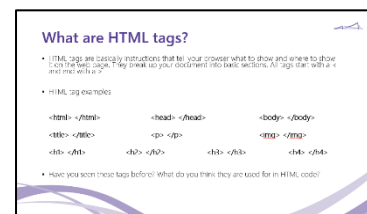
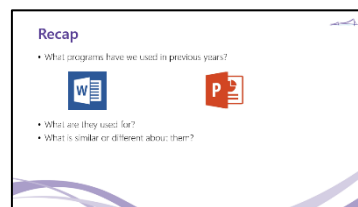
- National Curriculum coverage
- Key vocabulary
- The Learning Focuses in the unit

Learning focuses are based around enquiry questions. Curriculum planners detail core knowledge taught in each learning focus along with skills-based learning objectives. An overview of the content of sessions is also included.

Personalisation of curriculum planners takes place as appropriate at individual academy level, in order to maximise local links and current school development focuses.

INSPIRE EDUCATION TRUST	DIGITAL TECHNOLOGY	YEAR 3	AUTUMN
<b>ICT – PUBLISHING DIGITALLY</b>			
<b>National Curriculum References:</b>			
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use search techniques effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices</li> <li>Select, use and combine a variety of software to collect, analyse, evaluate and present data and information</li> <li>Use technology safely, respectfully and responsibly</li> </ul>			
<b>UNIT OUTCOME</b>			
<b>KEY VOCABULARY</b>			
<ul style="list-style-type: none"> <li>Microsoft</li> <li>WordArt: fill, outline, shape, shadow, reflection, glow, soft edges, bevel, 3D rotation</li> <li>text box, clicking and dragging, wrap, wrap</li> <li>gradient rotation, wrap</li> </ul>			
<b>Learning Focus 1: Can you type and publish text?</b> <span style="float: right;"><b>Suggested Time: 1 hour</b></span>			
<b>Core Knowledge:</b> Know that publishing is a desktop publishing programme that can be used to create a variety of publications. Know that documents can be printed on landscape and that this orientation can be changed. Know that WordArt can be inserted and formatted to enhance a publication. Know how to save and format WordArt.			
<b>Overview:</b> <ul style="list-style-type: none"> <li>Recap/teaching from previous learning focus about how to type and publish text.</li> <li>Introduce Publisher and explain what it is for.</li> <li>Open Publisher and explore identifying similarities / differences compared to Word and PowerPoint.</li> <li>Open a blank document template and demonstrate how to change the orientation to landscape.</li> <li>Children practice opening a document and change the orientation.</li> <li>Demonstrate, then give the class, inserting WordArt.</li> <li>Give time to trial spelling mistakes using spell WordArt function.</li> <li>Experiment using WordArt features including shape, shadow, glow etc.</li> <li>Open learning from experimenting and features of WordArt for class reference.</li> <li>Save document independently.</li> </ul>			
<b>Learning Objective:</b> To change the orientation of a document to meet demands.			
<b>Resources:</b> Laptop, Publisher			
<b>Safety Link:</b>			
<b>Learning Focus 2: Can you use text boxes in a document?</b> <span style="float: right;"><b>Suggested Time: 1 hour</b></span>			
<b>Core Knowledge:</b> Know that Publisher is a desktop publishing programme that can be used to create a variety of publications. Know that text boxes are needed to type within Publisher. Know how to add a text box by clicking and dragging. Know how to wrap text within a text box.			
<b>Overview:</b> <ul style="list-style-type: none"> <li>Lead Publisher and recap prior learning about features and functions.</li> <li>Open the home screen/empty sheet.</li> <li>Explain that Word allows formatting straight onto a document, where Publisher does not - they can use type Publisher.</li> <li>Introduce text boxes and demonstrate how to add these to a document.</li> <li>Give clear demonstration of clicking and dragging to draw the text box.</li> <li>Type a sentence into text box.</li> <li>Introduce how to select text using click and drag, then with using formatting tools eg. colour, font etc.</li> <li>Introduce alignment features and show how these change the position of the text in the text box.</li> <li>Introduce wrap feature for new paragraph.</li> <li>Children practice adding text boxes and editing using formatting and alignment tools.</li> </ul>			

Short Term Plans – These take the form of individual PowerPoint presentations. These support the learning journey through each learning focus, with enquiry questions and learning objectives included to support the development of both knowledge and skills.



As with curriculum planners, personalisation of PowerPoint planning takes place as appropriate at individual academy level, in order to best match the learning needs of individual cohorts of children.

#### 4. ONLINE SAFETY

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As part of our effective whole school approach to online safety, we empower our children and staff to ensure they are protected and educated in their use of technology which establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Guidance to inform practice in this area is taken from DfE Keeping Children Safe in Education 2024, DfE Relationships & Sex and Health Education 2021, and Education for a connected world – 2020 Edition.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

These online safety themes are covered in our approach to delivering E-Safety in addition to the Digital Technology Curriculum each half term. The children will take part in an assembly, a linked E-Safety lesson and parents will receive an activity sheet, so they fully understand the content that has been taught.

### Outline of yearly E-Safety programme below:

<b>Autumn 1</b>	Privacy and security online 	This strand explores how personal online information can be used, stored, processed, and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.
<b>Autumn 2</b>	Online bullying 	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
<b>Spring 1</b>	Health, wellbeing, and lifestyle 	This strand explores the impact that technology has on health, well-being, and lifestyle e.g., mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
<b>Spring 2</b>	Online relationships 	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving, and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.
<b>Summer 1</b>	Self-image and identity online 	This strand explores the differences between online and offline identity, beginning with self-awareness, shaping online identities and media influences on propagating stereotypes. It identifies effective routes for reporting and support and explores the impact on online technologies on self-image and behaviour.
<b>Summer 2</b>	Online information 	This strand explores how online information is found, viewed, and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



## 5. DIFFERENTIATION

Differentiation is completed by class teachers based on their knowledge of the children within their classes, and those children's needs. A range of strategies are used when fit-for-purpose to support children's access to learning and provide additional challenge, including task, grouping and use of resources. The knowledge and skills Strand Trackers are used by teachers and leaders to ensure appropriate differentiation of the core knowledge and skills within learning focuses. Teachers are able to track back to lower year groups to support children who are not yet working at age-related expectations, as well as to track forwards to challenge more able learners in a particular skill.

Core Skill: Using a Digital Device (computer, iPad)	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Word	<ul style="list-style-type: none"> <li>Switch on / off an electronic device with support e.g. cd player, VCR</li> <li>Role play with simple technological devices (functioning and model / broken)</li> <li>Use a remote control with support e.g. remote-controlled car</li> <li>Play games and explore programs on digital devices e.g. DVD</li> </ul>	<ul style="list-style-type: none"> <li>Switch on / off an electronic device</li> <li>Use play, start, stop and pause when operating a device e.g. video clip, cd player</li> <li>Role play with a range of technological devices (functioning and model / broken)</li> <li>Identify when a device is not working</li> <li>Use a remote control</li> <li>Take a screenshot with support</li> </ul>	<ul style="list-style-type: none"> <li>Sign in using a class login</li> <li>Open a program or app with support</li> <li>Identify the toolbar in a program</li> <li>Close a program and a document</li> <li>Use a mouse pad to move and select</li> <li>Take a screenshot</li> <li>Shutdown a device with support</li> </ul>	<ul style="list-style-type: none"> <li>Sign in using an individual login with support</li> <li>Open a program or app independently</li> <li>Save work to a school network / cloud network with support</li> <li>Right-click a mouse to bring up a function menu</li> <li>Shutdown a device independently</li> <li>Load saved file with support</li> </ul>	<ul style="list-style-type: none"> <li>Load saved file independently</li> <li>Sign in using an individual login independently</li> <li>Save work to a school network / cloud network independently</li> <li>Print a document with support</li> </ul>	<ul style="list-style-type: none"> <li>Print a document independently</li> <li>Use 'escape' to end a presentation</li> <li>Cast screen on an iPad to a shared device</li> <li>Save in a different file format</li> </ul>	<ul style="list-style-type: none"> <li>Load and move between multiple files / documents / programs</li> <li>Use 'minimise' and 'maximise'</li> </ul>	<ul style="list-style-type: none"> <li>Create, name and use a new folder</li> <li>Use screen recording including voiceover</li> </ul>	<ul style="list-style-type: none"> <li>Explain and use function buttons</li> </ul>

Within all Digital Technology lessons, teachers plan for appropriate access for children identified as SEND, ensuring children benefit from the broad and balanced curriculum at a suitable challenge level for all.

## 6. ASSESSMENT IN DIGITAL TECHNOLOGY

Throughout all Digital Technology units, retrieval practice strategies are used by teachers to activate prior learning, and revise and consolidate core knowledge. Strategies used include low-stakes quizzes, true or false activities and group discussions.

At the end of each Digital Technology unit, children are assessed by teachers in relation to both the core knowledge for the unit and the focus working scientifically skills developed. Teachers complete a Learning Review record for each unit, identifying children who are 'working at', 'working above' or 'working below' age-related expectations. Gaps in learning and next steps are also identified, so to inform personalisation of future Digital Technology short-term planning. This might be for particular individuals or groups of children.

Additional ongoing assessment includes:

- Questioning and discussion;
- Children's work;
- Peer- and Self-assessment.

## 7. MONITORING

**Planning:** Long- and medium-term planning is provided for staff by the Trust Curriculum Team. Short-term planning, in particular differentiation and academy-based

personalisation, is monitored on an on-going cycle throughout the year Senior Leadership Teams, alongside the Trust Curriculum team as appropriate.

Pupil Voice: As part of regular pupil voice activities, children are invited to share their work and their views on the Digital Technology curriculum with the Head Teacher or members of the School Leadership team.

Learning Walks, Lesson Observations and Evidence Scrutinies: These take place as part of the cycle of school self-evaluation and monitoring.

## 8. DIGITAL TECHNOLOGY IN EARLY YEARS

Whilst Digital Technology is not explicitly mentioned in the Early Years Foundation Stage, regular opportunities are provided for children to use a range of technology to solve problems and produce creative outcomes. Through play-based learning, children learn that technology is about understanding how things work, for example, using a microphone, controlling a CD player and swiping on an interactive whiteboard. Children take part in a variety of technological learning tasks, building foundational skills in all three aspects of the Inspire Digital Technology Curriculum, so children are familiar with tasks and devices prior to starting the key stage one curriculum. Activities using electronic and digital devices are incorporated across all areas of learning as children develop their understanding of how technology is integrated into our daily lives.

## 9. EQUAL OPPORTUNITIES

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn the Digital Technology Curriculum in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are differentiated appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

## 10. ROLES AND RESPONSIBILITIES

The Trust's Curriculum Team, the Head of Education, Primary, and Trust Standards Committee have overall responsibility for the Digital Technology Curriculum. They are responsible for overseeing the delivery of the Digital Technology Curriculum and are supported by members of each academy's Senior Leadership Team through:

- Regular formal and informal discussions with staff;
- Monitoring planning to ensure curriculum coverage and accurate pitch;
- Carrying out evidence scrutinies alongside planning;
- Observing learning and teaching to ensure quality teaching of knowledge and skills;

- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue;
- Making changes where necessary;
- Speaking with the children about their learning.

All teaching staff are responsible for the personalising of planning and delivery of the Digital Technology curriculum and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

## **11. REVIEW**

This policy will be reviewed in line with the Trust Improvement Plan.

<b>Reviewed:</b>	J Upton R Mushing	November 2022 September 2024
<b>Senior Lead Review</b>	R Darling	February 2025
<b>Next Review Date:</b>		March 2027
<b>Approved by Directors:</b>		24 March 2025

Signed:



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Lois Whitehouse  
CEO



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Nicky Aston  
Chair of Standards