

# Diversity Audit Tool

<b>Subject</b> COMPUTING	<b>Subject leader</b> E PRESCOTT	<b>Academic year</b> 2023/24
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<b>Indicators of Good Practice</b>	<b>Evidence</b>
<p>The global dimensions and implications of computing, especially in facilitating communication, are explored.</p>	<ul style="list-style-type: none"> <li>• Data Handling (Rec) The children will begin to understand and explain how to sort and categorise objects. They will start to articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and explain how things work and why they might happen.</li> <li>• Digital Literacy (Year 1) Typing and word skills, children will learn the layout of a keyboard and how to type.</li> <li>• Digital Literacy (Year 2) Taking and editing photos- Children will use the iPads to take photos in a range of scenarios. They will look at what makes a photo effective and how to edit images. They will then create a small animation/ sequence of images to tell a story</li> <li>• Programming and algorithms (Year 3) Children will create an information-based game using scratch software – they will programme sprites to move and interact with each other</li> <li>• Information Technology (Year 3) Creating and filming a presentation Green Screen. Children will use iPads and VSDC/ I can present software to create a news report/ information presentation with visual effects added to the background</li> <li>• Digital citizenship (Year 4) Pupils will become aware of 'fake news' and learn how to assess what they read. They will learn skills to help them determine if something is real or fake. Copyright, passwords and security, how to interpret information found online</li> <li>• Information Technology (Year 4) Podcast –Romans Microsoft Teams machine Children will use recording software on the iPads and iMovie to create a podcast that has sound effects and jingles.</li> <li>• Digital citizenship (Year 5) Social Media Children will learn about online 'influencers' and vloggers on YouTube. They will look at the commercial aspect of vloggers and what happens when it all goes wrong.</li> <li>• Digital citizenship (Year 6) E-Safety - Pupils will develop their knowledge of social media and how the media can shape our views.</li> <li>• Information Technology (Year 6) Building a Website – information about period of history – Crime and punishment The children will use Publisher to create an offline website. They will learn about hyper-links and presentational features. How a website gains interest and how it features in search engines. They will explore key words and SEO. They will then use this to help their web page be discoverable.</li> </ul>

<p>Activities tasks, materials and examples reflect the multicultural nature of society and relate to pupil's everyday experiences.</p>	<ul style="list-style-type: none"> <li>• VR headset experiences linked to Context for Learning in each year group Children use the VR headsets to visit countries such as Africa, experience the Kalahari Desert and visit the tourist attractions in London</li> <li>• Digital Citizenship - Media Balance and Well-being <u>Pause for People</u> How do you say goodbye to technology when you don't want to? / How Technology Makes You Feel <u>My Media Choices</u> What makes a healthy media choice?</li> <li>• Digital Citizenship - Relationships &amp; Communication <u>Keeping Games Fun and Friendly</u> How can I help myself and others be positive and have fun while playing online games? <u>Digital friendships</u> How do you keep online friendships safe?</li> <li>• Digital Citizenship - Digital Footprint and Identity <u>Beyond Gender Stereotypes</u> How do gender stereotypes shape our experiences online?</li> <li>• Digital Citizenship – Cyberbullying, Digital Drama and Hate Speech <u>Is It Cyberbullying?</u> What is cyberbullying and what can you do to stop it? <u>Be a Super Digital Citizen</u> How can we be upstanders when we see cyberbullying? <u>The Power of Words</u> What should you do when someone uses mean or hurtful language on the internet?</li> </ul>
<p>Pupils acquire a variety of international websites as sources of information.</p>	<ul style="list-style-type: none"> <li>• International websites are used to support research in various subjects e.g. Geography in Year 2 (Comparison of London and Cape Town - South Africa Determine the human and physical features of Cape Town and compare them with London) / Geography in Year 4 (Ghana cocoa farming schemes – case studies are taken from international websites to support learning)</li> </ul>
<p>Celebrate diverse and relevant role models, helping students to 'see' themselves in computing-related careers.</p>	<ul style="list-style-type: none"> <li>• Significant people in computer science to be added to the long term plan e.g. Steve Jobs/Alan Turing/Bill Gates/Charles Babbage and Ada Lovelace/Katherine Johnson, Mary Jackson and Dorothy Vaughan</li> </ul>
<p>Intersectional differences are addressed, introducing children to role models in computing of various races, genders and ethnicities .</p>	<p>Role models to be added to the long-term plan and the study of these introduced during computing lessons, focusing on intersectional differences</p> <ul style="list-style-type: none"> <li>• Race: Katherine Johnson, Mary Jackson and Dorothy Vaughan A study of the three African-American women who were essential to the success of early spaceflight</li> <li>• Gender: Ada Lovelace Known as the first computer programmer for her work on Charles Babbage's proposed mechanical general-purpose computer</li> </ul>
<p>Pupils understand how information arises out of cultural context and explore how websites reflect the culture of their creators.</p>	<p>Case studies from recent historical events could be added to long-term plan for KS2 including:</p> <ul style="list-style-type: none"> <li>• Filtered media coverage/social media blackouts in the Russia-Ukraine war</li> <li>• Case study of the Black Lives Matter movement and how information was shared via social media/petitions on websites</li> <li>• Storming of the White House and how this was triggered and provoked via social media</li> </ul>