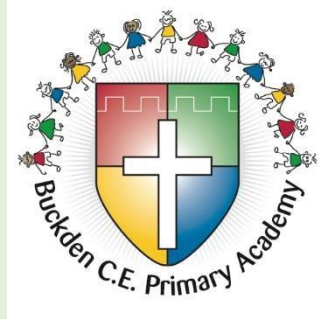




Buckden CE Primary Computing, Digital Citizenship and AI Literacy Subject Guidance

"Children at Buckden School are enthusiastic and confident to be creative thinkers, problem-solvers and digitally literate in our ever-changing technological world."

Intent

At the heart of our curriculum is the belief that **Computing, Digital Citizenship and AI Literacy are inseparable**. In an increasingly digital world, pupils must not only learn how to use technology effectively, but also how to navigate it safely, responsibly, and with an understanding of emerging technologies such as artificial intelligence.

Our curriculum is designed to ensure that all pupils:

- Become **digitally literate**, able to use technology purposefully and safely
- Develop as **responsible digital citizens**, understanding how to stay safe and behave appropriately online
- Gain an **age-appropriate understanding of AI**, including how digital systems, algorithms, and automated technologies influence their lives
- Apply computing skills **across the curriculum**, supporting learning in meaningful and engaging ways

To achieve this, we draw on high-quality schemes including:

- **Teach Computing** and **Purple Mash** to support structured Computing progression
- **Common Sense Media**, **Education for a Connected World**, and **ISTE guidelines** to underpin a comprehensive and progressive Digital Citizenship curriculum

These frameworks are not followed rigidly; instead, they are adapted to reflect the specific needs, experiences, and starting points of our pupils.



Purpose of this statement:

- To establish an entitlement for all pupils in the subject of *Computing, Digital Citizenship and AI Literacy*;
- To establish expectations for teachers and pupils;
- To promote continuity and coherence across the school;
- To promote a shared understanding of *Computing, Digital Citizenship and AI Literacy* within the wider community;
- To explain how *Computing, Digital Citizenship and AI Literacy* is taught in Buckden CE School
- To give further guidance about Computing, Digital Citizenship and AI Literacy.

Entitlement:

All pupils, appropriate to their ability, have the entitlement to:

- an awareness of Computing, Digital Citizenship and AI Literacy and its use in the world around us;
- competence and confidence in Computing, Digital Citizenship and AI Literacy knowledge, concepts and skills;
- initiative, an ability to work both independently and in cooperation with others;
- an ability to communicate Computing, Digital Citizenship and AI Literacy with others using correct terminology;
- the ability to complete a variety of Computing, Digital Citizenship and AI Literacy tasks in ways which are appropriate to their age, ability and the task;
- an ability to apply previously acquired concepts, skills and knowledge to new situations;
- encourage and enable pupils to offer their own suggestions, be creative in their approach to Computing, Digital Citizenship and AI Literacy and gain enjoyment from their work;
- encourage children to understand Computing, Digital Citizenship and AI Literacy vocabulary and be able to use Computing, Digital Citizenship and AI Literacy concepts within their work;
- assess and engage with their own learning.

Time Allocation

Computing, Digital Citizenship and AI Literacy are taught in standalone lessons but also through cross-curricular activities to ensure that the skills children learn are transferable from one situation to another. Early Years (Reception) follow the Early Years Foundation Stage Profile (EYFSP) which removed their stand of Technology from Understanding the World – they no longer need to teach it explicitly, instead it is taught through other strands such as Personal, Social and Emotional Development, Physical Development and Expressive Arts and Design.

Teaching and Learning

The National Curriculum forms the outline of teaching and learning in computing for KS1 and KS2, with the Foundation Stage Profile covering the necessary criteria for Reception. Teachers work towards independent learning, and plan for different working groups e.g. whole class/small group/paired/individual.

Computing, Digital Citizenship and AI Literacy are delivered **in unison**, ensuring that key messages are consistently reinforced. Rather than teaching these as separate strands, **Digital Citizenship** and **AI concepts** are embedded throughout all computing units.



Pupils develop an understanding of:

- Digital literacy alongside digital responsibility
- Technical skills alongside critical thinking
- Creativity alongside ethical and safe use of technology
- How AI systems and algorithms shape digital experiences

For example:

- When using **search engines**, pupils explore how results are ranked, filtered, or influenced by algorithms and AI
- When creating **digital content through Purple Mash**, pupils learn about ownership, privacy, and responsible sharing
- Through **Teach Computing units**, pupils develop programming and data skills alongside discussion of how digital systems make decisions
- Using **Common Sense Media and Education for a Connected World**, pupils engage in explicit teaching around online behaviour, relationships, and risk
- Through **ISTE-aligned approaches**, pupils are encouraged to think critically about digital tools, including AI-generated content

Cross-Curricular Integration

Computing, Digital Citizenship and AI Literacy are used to enhance learning across the curriculum, ensuring skills are transferable and meaningful:

- **English:** Creating digital texts while considering audience, online communication, and AI-generated content
- **Mathematics:** Applying logical thinking, pattern recognition, and data handling
- **Science:** Conducting safe online research and exploring real-world applications of technology and AI
- **Foundation subjects:** Designing digital media and understanding the role of technology in society

This approach ensures pupils recognise computing as a **tool for learning**, not just a standalone subject.

British values

As with all areas of the curriculum, Computing, Digital Citizenship and AI Literacy is an area that promotes our school British values. Through teaching the same use of internet and how to keep ourselves and others safe we ensure that children respect the cultures and beliefs of others as well as understanding the consequences to their own actions.

Expectations

By the time children leave our school, we expect them to have feel confident in using a range of technology and have developed their computing skills for use in everyday life. All pupils will have a solid



understanding of computers, networks, using computers, net searching and coding, as well as a strong understanding of being safe, responsible and respectful when using technology and AI technologies.

Inclusion

Adaptation for Learner Needs

We recognise that no single scheme fully meets the needs of our learners. Therefore, our curriculum is carefully adapted by:

- Combining and sequencing content from **Teach Computing and Purple Mash**
- Using **Common Sense Media and Education for a Connected World** to ensure progression in Online Safety
- Incorporating **ISTE principles** to develop critical thinking and digital awareness

Adaptations include:

- Breaking down complex concepts (including AI and algorithms) into manageable steps
- Providing repetition, scaffolding, and overlearning opportunities
- Using engaging, familiar contexts to support understanding
- Tailoring content to pupils' digital experiences and prior knowledge
- Ensuring accessibility for all learners, including those with additional needs

AI Literacy is introduced in a **carefully scaffolded way**, ensuring pupils understand key ideas such as automation, decision-making, and reliability without cognitive overload.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment Guidance.

- Teachers report to parents twice a year at parents' evenings and an annual written report to parents.
- Ongoing assessment in the form of Insight used to aid the half-termly teachers assessment, these are moderated through staff meetings.

Teachers use Assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Assessment for learning is a powerful means of helping teachers and practitioners to tailor their teaching to get the best improvement for each child. Key elements include:

- Learning opportunities and success criteria clearly identified on planning;
- Evidence of continuous assessment taking place in lessons and informing planning: use of whiteboards, informal checks on learning and discussions with pupils
- Identification of next steps for learning and discussion with children;
- Involving pupils in peer and self-assessment;
- Time for evaluation, reflection and discussion of learning strategies;
- 'Talking learning and progress' on a regular basis;

Analysis of assessment data is used to track individual progress and set end of year targets. It is also used to identify vulnerable groups.



The impact of our curriculum is that pupils leave our school as:

- **Confident and competent users of technology**
- **Safe, respectful and responsible digital citizens**
- **Critical thinkers who question and evaluate digital content**, including AI-generated information
- **Aware of how technology and AI influence their lives and choices**
- **Equipped with transferable skills** that support learning across all subjects

Pupils demonstrate this through:

- Their ability to apply computing skills across the curriculum
- Their understanding of how to stay safe and make responsible choices online
- Their confidence in discussing digital systems, including emerging technologies such as AI
- The quality and creativity of their digital work

Ultimately, our curriculum prepares pupils not only for the next stage of education, but for participation in an **ever-evolving digital world**.

Resources

- 10 iPads for use across KS1
- 10 iPads for use across KS2
- 20 Laptops for use across the school
- 15 classroom iPads distributed across the school to support and record learning.

Review

This statement will be reviewed regularly in order to reflect current trends, practices and emerging technologies.