

<b>Active</b>	<ul style="list-style-type: none"> <li>- Being actively aware of E-Safety and seeking advice if necessary</li> <li>- Hands on learning opportunities through the use of interactive hardware such as beebots and lego wedo robotics.</li> </ul>
<b>Ambitious</b>	<ul style="list-style-type: none"> <li>- Pathway for future careers</li> <li>- Curriculum scheme provides appropriate levels of scaffolding and challenge.</li> <li>- Exploring topics in further detail using the internet to encourage deepening understanding and extending challenge</li> <li>- Challenging learning through social games e.g. times table rockstars and Kahoot.</li> </ul>
<b>Compassionate</b>	<ul style="list-style-type: none"> <li>- How to report an incident and raise questions if concerned</li> <li>- Understanding of E-Safety, particularly around cyber-bullying and how to support others and manage their own emotions with regards to these.</li> </ul>
<b>Connectors</b>	<ul style="list-style-type: none"> <li>- Physical connections can be made with others with the use of technology</li> <li>- Connecting both bases (KGB and PAB) via online and pre-recorded assemblies</li> <li>- Computing providing a cross-curricular link between subjects and allow access to a wide range of learning types for knowledge and skills to be learnt</li> <li>- Real-life applications - links between recipes and instructions to producing an end product is a comparison to algorithms.</li> </ul>
<b>Explorers</b>	<ul style="list-style-type: none"> <li>- Trial and error is encouraged for children to explore possibilities with the internet, hardware and software</li> <li>- Children's assessment piece should give them the opportunity to explore their new skills and showcase their new skills and knowledge.</li> </ul>
<b>Inclusive</b>	<ul style="list-style-type: none"> <li>- Universal (those with limited English can achieve)</li> <li>- Everyone plays an equal role in adhering to and raising awareness around E-Safety</li> <li>- Purple Mash offers 'help' and 'hints' to children to offer support for those required</li> <li>- Accessible for most - particularly for hands-on learners.</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>- Taking ownership over learning by exploring topics in further detail</li> <li>- Purple Mash allows children to work through 'steps' at their own pace and guides the next steps so that children are not held back and can access challenges.</li> <li>- Teachers plan a series of lessons that build desired skill set to produce an end of unit assessment piece</li> <li>- end of unit assessment pieces designed with the intent of children applying learning independently</li> </ul>
<b>Thinkers</b>	<ul style="list-style-type: none"> <li>- Developing critical thinking when using computing softwares e.g. exploring a range of ways to code</li> <li>- Digital literacy - children are encouraged to think about their ways of communicating their knowledge and understanding</li> <li>- Real life context allows children to think about how transferable their skills are.</li> </ul>