

Chester ICT & Computing Project 2015-16

Upton Heath CE Primary School 7th-10th March 2016

Associate Teachers' Report & Evaluation

PowerPoint Skills with Y5

In Year 5 we worked on improving PowerPoint presentation skills. The children had already spent a previous session experimenting with different presentation techniques. During our first session we asked children to create success criteria which we used for peer and self-assessment. Then, we used a poorly created PowerPoint that the children had to evaluate. This was successful as it prevented children from making similar errors. However, this was time consuming and in future we would only put one fault per slide.

For the main task we directed them to edit a skeleton/blank copy of a PowerPoint presentation. We showed some techniques on the interactive whiteboard, and asked children to demonstrate this skill, which was effective. We found that asking children was more engaging than spending time showing them the techniques. We gave children a skeleton copy of a WW2 slideshow, which we asked them to improve using their newly found skills. This was effective as the children focused on the techniques and editing, rather than finding information on the internet.

At the end, we asked children to peer and self-assess their work using the success criteria, and elicited responses from the children. In future we would give more time for the children to finish their PowerPoint presentations and then have more time to self/peer assess with relevant comments.

Bee Bots with Y2

In year 2 we worked with the Bee Bots. Firstly, we reminded children of their basic knowledge (left, right, backwards, forwards etc.). We had an active starter activity - the children played a game using the Bee Bot cards to encourage these skills. This was useful as we progressively added skills, and wrote the algorithm on the board using simple language. We asked the children to programme one of us, which modelled an effective algorithm, and allowed children to debug their mistakes. We then gave children, in groups of three, the opportunity to programme a Bee-bot. They each had individual roles (programmer, recorder, instructor) which was a good behaviour management technique. This ensured that no time was wasted.

In future, we would give children the cards to use to improve their algorithms. Some children required extra support with their left and right, which detracted from the programming. In future we would like longer sessions to allow children to explore and take turns with every role. Equally, to lead on from this lesson, we would use maps/ A2 paper to give problems for children to solve.

Y4 – Carousel activities creating a platform game

Aspects of the platform game that worked well were the problem solving aspect as children worked collaboratively and discussed how to make their levels more challenging.

- Needed to model the examples on the IWB;

- Give them a learning outcome;
- Manageable, engaging, inspired creativity, supported the NC with programming;
- Good conversations;
- Improved problem solving skills;
- Making it progressively more difficult – real world skills.

Y4 – Stop motion animation movies

Two associate teachers were given a separate class to teach stop animation skills. We discussed the learning objectives, and showed examples of stop animation on YouTube. Some children were already aware of the creative process. We wanted to model it on the IWB, however, the settings on the iPad were not set up properly so this was not completed. In future we would ensure the iPad is setup before the class starts. The children had time to design their stories (that had to link to their topic) and create their sets before filming. In future we would provide some backgrounds/ props or give them the entire day to complete the movie as some children focused on their backgrounds and had very little time to film.