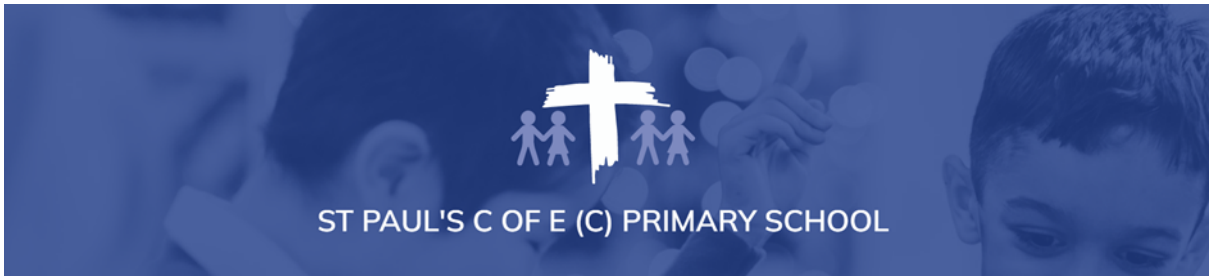

Computing at St. Paul's CE Primary School

Intent	
Our Computing philosophy is…	We aim for our children to be active creators, innovators and critical thinkers in a digital world, rather than passive consumers of technology. Our broad and balanced computing curriculum encompasses computer science, information technology and digital literacy, ensuring that all children develop the knowledge, skills and understanding needed to thrive in an increasingly digital society. We are committed to ensuring that all children have access to the full Computing curriculum. Learning experiences are designed to be engaging and accessible through a range of approaches, including practical, unplugged and digital activities, while celebrating the contributions of diverse individuals within the computing industry. Technology plays a significant role in modern life and will continue to be an important part of our children's futures. We therefore seek to educate and empower children to use technology positively, responsibly, safely and with confidence. We encourage children to understand that technology should be used purposefully and thoughtfully, and we model positive digital behaviours throughout school life. We recognise that technology provides valuable opportunities for children to communicate, collaborate, create and share their learning in meaningful ways. We are also committed to harnessing the accessibility benefits of technology, ensuring that all children can engage with learning and demonstrate their understanding in ways that meet their individual needs. Our knowledge-rich curriculum is balanced with opportunities for children to apply their learning creatively and solve problems independently. Through this approach, children develop the skills, resilience and curiosity needed to become capable and confident computer scientists. We encourage staff to embed computing across the curriculum wherever appropriate, enriching learning experiences and making them more engaging, relevant and accessible. By providing children with experience of a wide range of digital tools and technologies, we aim to develop their digital fluency and enable them to select the most effective tools to support their learning. By the end of Upper Key Stage 2, we aspire for children to demonstrate the independence, confidence and critical thinking needed to choose and use technology effectively to meet a variety of challenges and purposes.
Implementation	
The curriculum for this subject area is designed using…	We have adapted and enriched our Computing curriculum using resources and guidance from the National Centre for Computing Education (NCCE), Project Evolve and Oak National Academy to ensure it meets the needs, interests and experiences of the children in our school.

	Our curriculum has been carefully designed to develop children's computational thinking, creativity and problem-solving skills. Through a progressive sequence of learning, children are encouraged to think critically, analyse information, identify patterns, develop solutions and reflect on their learning. We provide meaningful opportunities for children to apply their knowledge in a range of contexts, fostering resilience, independence and confidence as they become effective users and creators of technology.
Curriculum coverage in this area is progressive. We ensure this by…	Our Computing curriculum is carefully sequenced to build on prior learning and develop knowledge, skills and vocabulary over time. Learning is planned progressively, with key concepts being explicitly taught, revisited and applied regularly to deepen understanding, increase challenge and support long-term retention. Through clear curriculum mapping, regular opportunities for retrieval and application, and increasing levels of independence, children develop confidence in computer science, information technology and digital literacy. Assessment is used to identify misconceptions and inform future learning, ensuring all children make progress and achieve their potential.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by…	When topics are revisited across year groups, learning is carefully planned to build on prior knowledge and understanding. Children are introduced to concepts in a simple and accessible way before revisiting them with increasing depth, complexity and independence. Teachers make explicit links to previous learning, enabling children to recall, apply and extend their knowledge and skills. This progressive approach ensures that learning is strengthened over time and that children develop a secure and connected understanding of key computing concepts.
This subject links with the rest of our curriculum by…	Computing is integrated across the wider curriculum to enhance learning, develop digital skills and provide meaningful contexts for applying knowledge. We continually seek opportunities to incorporate technology into everyday learning, whether children are recording news reports in Geography, creating digital presentations in History, using 3D models to explore concepts in Science, or collecting and analysing data in Mathematics. By embedding technology across subjects, children develop digital fluency, creativity and problem-solving skills while deepening their understanding of the wider curriculum.
Different year groups, and different abilities within a class, are catered for by…	We believe that every child should have the opportunity to access, enjoy and succeed in Computing. Learning is designed to remove barriers to participation through adaptive teaching, appropriate scaffolding, assistive technologies and a range of practical, unplugged and digital learning experiences. We maintain high expectations for all learners and provide multiple ways for children to engage with and demonstrate their understanding. Through an inclusive learning environment that values collaboration, creativity, resilience and problem-solving, all children are supported to develop confidence and achieve success in Computing. Our Computing curriculum is designed to be inclusive and accessible for all children. Learning is carefully adapted to meet the needs of different year groups and individual learners through appropriate support, challenge and scaffolding. Teachers use assessment to inform planning and ensure activities are matched to children's prior knowledge, skills and understanding. Teachers adapt learning through the use of visual supports, worked examples, chunked instructions and modelling. Children are provided with multiple ways to access learning and demonstrate understanding,

	ensuring barriers to participation are minimised whilst maintaining high expectations for all. Children are provided with opportunities to work at increasing levels of complexity and independence, while adaptive teaching strategies, assistive technologies and flexible outcomes enable all learners to access the curriculum and achieve success. Opportunities for extension and deeper thinking are also built into lessons, allowing children to further develop their computational thinking, creativity and problem-solving skills.
Trips, visits and the local community support this subject by…	We use technology to enhance learning experiences for all children and to strengthen connections between school, home and the wider community. We are committed to ensuring that technology is used in an inclusive and accessible way, enabling all children and families to engage with learning and school life. We strive to ensure that enrichment opportunities are accessible to all children and actively encourage participation from groups that may be under-represented within computing-related fields. Through Class Dojo, we share learning journeys via class pages, providing parents and carers with insight into their children's learning and offering opportunities to support and extend learning at home. This helps to foster strong partnerships between home and school. Our whole-school Dojo page, Facebook feed and website further enable us to celebrate achievements, share news, events, challenges and competitions, and maintain open communication with our wider community. We recognise that families engage with school in different ways and seek to provide a range of accessible methods for sharing information and celebrating learning. We enrich children's computing experiences through real-world applications and meaningful community links. This may include visits from professionals who use technology within their careers, educational visits to see computing in action, and opportunities to access specialist technology. These experiences help children to understand the relevance of computing in everyday life and broaden their aspirations for the future. The quality of Computing education is monitored through regular learning walks, pupil voice activities and reviews of children's work. Children's progress is assessed through scrutiny of learning captured on Showbie, digital floor books and other digital outcomes. This enables leaders to monitor both the knowledge and skills being taught, identify strengths and areas for development, and ensure that teaching is adapted to meet the needs of all learners. Through ongoing monitoring and evaluation, we ensure that learning remains inclusive, ambitious and progressive from EYFS to Year 6.
The subject is monitored by…	Regular learning walks are conducted to monitor the quality of Computing teaching and learning across the school. In addition, children's progress is assessed through a range of evidence, including work captured on Showbie and digital floor books in Key Stage 1. This enables leaders and teachers to monitor the development of knowledge, skills and understanding, identify strengths and next steps, and adapt teaching to meet the needs of all learners. Through ongoing assessment and evaluation, we ensure that the curriculum remains ambitious, inclusive and progressive, supporting all children to make progress from EYFS to Year 6.
The subject is assessed by…	Assessment in Computing is ongoing and informs future teaching. Teachers assess children's understanding through their application of knowledge and skills within Computing lessons and across the wider curriculum. Formative assessment opportunities are built into each unit, enabling teachers to identify strengths, address misconceptions and adapt learning to meet the needs of all learners.

	Assessment evidence may include digital outcomes, observations, discussions, screen recordings, practical tasks and pupil explanations. This ensures that children can demonstrate their understanding in a variety of ways and that assessment does not rely solely on written or typed responses. We use a criteria-based approach to assessment, as outlined in our Progression of Knowledge and Skills document. Judgements are based on a range of evidence and recognise the different ways in which children may demonstrate their understanding. This ensures that all children are supported to make progress from their individual starting points while working towards the expected outcomes by the end of each Key Stage.
Staff development in this subject includes…	Staff are supported through a rolling programme of professional development meetings, providing regular opportunities to develop subject knowledge, share effective practice and collaborate with colleagues across year groups. Teachers are encouraged to work together, reflect on their practice and access support from Computing specialists where appropriate, ensuring that all staff feel confident in delivering an inclusive and high-quality Computing curriculum. Staff work collaboratively with the SENCO, Computing Lead and external specialists (where appropriate) to develop inclusive teaching approaches. Professional development includes opportunities to explore adaptive teaching strategies, assistive technologies, online safety and effective approaches to teaching computational thinking.
Impact	
In Computing, you will see…	Children's learning is captured and stored digitally to support assessment, reflection and the celebration of progress over time. In Key Stage 2, children use Showbie to access learning materials, submit work and showcase their developing knowledge and skills. In Key Stage 1, staff use digital floor books to record learning and provide evidence of progress. Assessment draws on a range of evidence, including digital outcomes, observations, discussions and pupil voice. Staff regularly review children's work and engage in meaningful conversations about their learning, enabling children to articulate their understanding, reflect on their progress and demonstrate their knowledge in different ways. This approach ensures that assessment is inclusive, recognising and valuing the diverse strengths, experiences and achievements of all learners. We regularly gather pupil voice to understand children's confidence, enjoyment and experiences of Computing. We celebrate creativity, resilience and perseverance in problem-solving, recognising that learning often develops through experimentation, debugging and reflection.
What is the impact of our Computing curriculum?	We want all children to enjoy, value and succeed in the Computing curriculum. We encourage children to understand not only how technology works, but also why it is used and the impact it has on their learning, communication, creativity, wellbeing and everyday lives. Through discussion, reflection and exploration, children are supported to develop as thoughtful, responsible and confident users of technology. We recognise that every child engages with technology differently and are committed to providing inclusive opportunities that enable all learners to access, participate in and demonstrate their learning. We encourage regular dialogue between staff and pupils, helping children to reflect on their experiences and develop a positive understanding of how technology can support their learning and wellbeing. Developing a healthy and balanced relationship with technology is an important part of our curriculum. Children are taught to make informed choices about technology use and to understand its benefits,

	responsibilities and potential impact on their lives, both now and in the future. The impact of our curriculum is evident in the many ways children showcase, share and celebrate their learning. We gather evidence through children's digital work, learning conversations, observations, pupil voice and platforms such as Showbie and Class Dojo. Progress is measured through the development of knowledge, skills and understanding over time, ensuring that all children are supported to make progress from their individual starting points and achieve success within the Computing curriculum.