

Curriculum Policy

Computing

Making a difference



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A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Subject: Computing

Responsible, competent, confident, creative users of information and communication technology.

Intent



Curriculum Intent

At Field View Primary School, our Computing curriculum is designed to develop the knowledge and skills children need to understand, use and create with technology confidently, creatively and safely. Learning builds progressively from EYFS to Year 6, enabling children to develop increasing independence and confidence in an increasingly digital world.

We provide a broad, balanced and ambitious Computing curriculum that is accessible to all children and underpinned by high expectations. Children develop knowledge and skills across the three strands of computing: computer science, information technology and digital literacy.

Through computer science, children learn how computers and digital systems work and develop their understanding of algorithms, programming and computational thinking. Through information technology, they learn to select and use digital tools to create, organise, manipulate and present information. Through digital literacy, children learn to use technology safely, responsibly and critically.

Online safety is embedded throughout the curriculum. Children learn how to protect personal information, recognise appropriate and inappropriate online behaviour, evaluate digital content and know where to seek help when they have concerns.

Vocabulary and oracy are central to our curriculum. Children are explicitly taught computing vocabulary and are encouraged to explain processes, discuss choices, identify problems and justify solutions using accurate subject-specific language.

Our curriculum ensures that all children, regardless of background or starting point, develop the knowledge, confidence and digital skills needed for future learning and life beyond primary school.



Curriculum Aims

We want children to be able to:

- Develop secure knowledge across computer science, information technology and digital literacy.
- Understand and use algorithms and programming with increasing confidence.
- Create, test, debug and improve simple programs.
- Use logical reasoning to explain how algorithms and programs work.
- Select and use appropriate digital tools for different purposes.
- Create and manipulate digital content, including text, images, audio, video and data.
- Save, retrieve, organise and manage digital work effectively.
- Understand how networks, the internet and the World Wide Web support communication and access to information.
- Search for and evaluate digital information appropriately.
- Use technology safely, respectfully and responsibly.
- Recognise risks associated with online activity and know how to seek help.
- Use subject-specific vocabulary confidently when explaining computing processes and choices.
- Develop problem-solving, creativity, resilience and independence when using technology.

- Become confident and responsible digital users who are prepared for the next stage of education.

Implementation



Teaching Approach

Teaching across the Computing curriculum is inclusive, engaging and knowledge rich. Learning is carefully sequenced so that new knowledge and skills build on what children have previously learnt.

Teachers explicitly teach and model computing concepts, processes and techniques before children apply them independently. Children are provided with opportunities to practise skills, solve problems, create digital outcomes and evaluate their work.

Computational thinking is developed through activities that encourage children to break problems into manageable steps, identify patterns, develop logical sequences and test possible solutions. Children learn that mistakes and debugging are an important part of programming and problem-solving.

Digital creation is purposeful. Children use appropriate technology to create outcomes such as programs, presentations, documents, images, animations, audio, video or data representations. The emphasis is on children understanding why a particular tool or approach is appropriate, rather than simply completing a digital task.

Oracy is embedded throughout the curriculum. Children explain algorithms, describe processes, discuss online scenarios, justify choices and evaluate digital outcomes using accurate computing vocabulary. Key vocabulary is explicitly taught, revisited and applied across units to support understanding and long-term retention.

Online safety and responsible digital behaviour are reinforced throughout teaching. Children are reminded to protect personal information, behave respectfully online, evaluate digital content and seek support when something makes them uncomfortable or concerned.

Learning is adapted to meet the needs of all children through adaptive teaching. Visual support, step-by-step modelling, paired working, adapted resources and additional practice are used where necessary while maintaining ambitious expectations.



Lesson Structure

Computing lessons follow a clear and consistent structure while allowing flexibility according to the knowledge and skills being taught.

- **Retrieval:** Children revisit relevant prior knowledge, vocabulary or skills.
- **Vocabulary:** Key computing vocabulary is explicitly taught, revisited and applied.
- **Teach and Model:** Teachers introduce new knowledge and model relevant processes, techniques or digital tools.
- **Practise:** Children practise the new skill or concept through structured activities before working more independently.
- **Apply and Create:** Children apply their knowledge and skills to solve a problem, complete a challenge or create an appropriate digital outcome.
- **Oracy:** Children explain processes, justify choices, discuss solutions and use subject-specific vocabulary accurately.

- **Review and Evaluate:** Children reflect on their learning, test or evaluate their work and identify improvements where appropriate.

Where children are programming, testing and debugging form an important part of the learning process. Where children create digital content, they are encouraged to consider its purpose, audience and effectiveness.

Online safety is reinforced whenever it is relevant to the technology, content or activity being taught.



Curriculum Design

Curriculum content is carefully sequenced through progressive units of work that build children's knowledge and skills from EYFS to Year 6.

The curriculum develops three interconnected strands:

- **Computer Science:** understanding algorithms, programming, logical reasoning, computational thinking and how digital systems work.
- **Information Technology:** using digital tools to create, organise, store, manipulate and present information.
- **Digital Literacy:** using technology safely, responsibly, critically and confidently.

Children revisit key concepts and skills at increasing levels of complexity. Programming progresses from simple sequences and instructions towards increasingly complex algorithms, programs and debugging. Information technology develops from basic use of digital tools towards increasingly purposeful selection and creation. Digital literacy develops children's understanding of online safety, communication, information and responsible participation in digital environments.

Online safety is woven throughout the curriculum rather than taught only as a separate topic. Children revisit important messages about privacy, communication, digital identity, online relationships, information, reporting concerns and responsible behaviour as they mature.

Vocabulary and oracy are central to curriculum design. Key terminology is explicitly planned and revisited, while opportunities for discussion, explanation, problem-solving and evaluation help children develop increasingly precise computational thinking.

The curriculum is inclusive and adapted to meet the needs of all learners through adaptive teaching and appropriate scaffolding where needed.



Planning and Resources

Planning is supported through medium term plans which identify the knowledge, skills, vocabulary and intended outcomes taught within each unit.

Units are sequenced so that children progressively develop knowledge and skills across computer science, information technology and digital literacy. As the Computing curriculum continues to develop, progression documents and medium term planning will be reviewed to ensure that learning builds securely from year to year.

Planning identifies key vocabulary, prior learning, opportunities for practical application and relevant online safety learning.

Oracy is incorporated through planned discussion and questioning. Children are encouraged to explain how a process works, describe problems, justify choices and evaluate outcomes using accurate computing vocabulary.

Teachers use a range of appropriate digital devices, software, online resources and physical computing equipment. Resources are selected to support the intended learning rather than determine the curriculum.

Where online platforms or digital resources are used, teachers ensure they are appropriate, safe and suitable for the age and needs of the children.



Early Years Foundation Stage (EYFS)

In EYFS, the foundations of Computing are developed through purposeful experiences across the curriculum rather than through a formal Computing programme.

In Nursery, children encounter technology through play and everyday experiences. They explore cause and effect, follow simple instructions and begin to recognise that technology can be used for different purposes.

In Reception, children build upon these experiences by using age-appropriate digital tools with increasing confidence. They may use technology to take photographs, create simple digital content, listen to information or complete simple sequences and instructions.

Children begin to develop early computational thinking by sequencing actions, identifying patterns, solving simple problems and talking about what they think will happen.

Adults model safe and responsible use of technology and introduce appropriate vocabulary. Children begin to understand that digital devices should be used carefully and that they should ask an adult for help if they are unsure or concerned.

These experiences provide the foundations for the National Curriculum in Computing from Year 1.



Assessment

Formative Assessment

Assessment in Computing is ongoing throughout each unit. Teachers use observation, questioning, discussion and practical activities to assess children's understanding and progress.

Teachers consider children's ability to explain computing concepts, use digital tools, solve problems, create appropriate digital outcomes and apply online safety knowledge.

Assessment reflects the full learning journey across the unit. Children are assessed as they acquire knowledge, practise skills and apply their learning rather than solely on the quality of a final digital product.

Where children produce a final digital outcome, this forms one part of the assessment. Teachers also consider the knowledge, decision-making, problem-solving and skills demonstrated throughout the unit.

Recording

Teachers assess children's understanding against clear success criteria linked to the progression of Computing knowledge and skills.

Assessment evidence may include digital work, programs, presentations, documents, multimedia outcomes, teacher observations, discussions, explanations, photographs and other appropriate evidence.

Children are encouraged to reflect on their own learning and evaluate digital outcomes, identifying what has worked successfully and what could be improved.

As the Computing curriculum develops further, assessment systems will continue to be reviewed to ensure they provide a clear and manageable picture of children's progress across computer science, information technology and digital literacy.

Use of Assessment

Assessment information is used to inform future teaching and ensure all children make good progress in Computing.

Teachers identify gaps in knowledge or skills, revisit key learning where necessary and provide appropriate support or challenge. Assessment also helps teachers identify where children require additional modelling, practice or opportunities to apply their learning.

Assessment outcomes support curriculum evaluation by helping leaders identify strengths, gaps in progression and areas for further development.



Inclusion

We are committed to an inclusive curriculum that enables all children to access and succeed. Through adaptive teaching, reasonable adjustments, and ongoing formative assessment, teachers remove barriers and support understanding through scaffolding. Additional adults are deployed effectively to support access to high-quality teaching and develop independence. This ensures all children, including those with SEND, can make strong progress.

Impact



Curriculum Impact

By the end of their primary education, children will:

- Develop secure knowledge across computer science, information technology and digital literacy.
- Understand and apply algorithms and programming concepts with increasing confidence.
- Create, test, debug and improve programs.
- Use logical reasoning and computational thinking to solve problems.
- Select and use appropriate digital tools for different purposes.
- Create and manipulate a range of digital content.
- Organise, save and retrieve digital information effectively.
- Understand key principles relating to networks, the internet and digital communication.
- Search for and evaluate digital information with increasing confidence.
- Use technology safely, respectfully and responsibly.
- Recognise online risks and know how and where to seek help.
- Use subject-specific computing vocabulary confidently and accurately.
- Explain processes, justify choices and evaluate digital outcomes.
- Demonstrate creativity, resilience and independence when using technology.
- Have met the National Curriculum requirements for Computing.
- Be prepared for the next stage of education as confident, capable and responsible users of technology.



Role of Subject Leader

The Computing subject leader will:

- Ensure National Curriculum requirements are met.
- Develop and review progression across computer science, information technology and digital literacy.
- Monitor teaching and learning for consistency and progression.
- Carry out work scrutiny, learning walks and children's voice activities.
- Review planning, assessment and curriculum coverage.
- Monitor the quality of online safety education across the curriculum.
- Support staff through training, coaching and guidance.
- Track children's progress and attainment.
- Ensure appropriate hardware, software and digital resources are available and effective.
- Support staff in using technology safely and responsibly.
- Keep up to date with developments in Computing education and online safety.
- Support the ongoing evaluation and development of the Computing curriculum.