Subject on a Page – Computing

Aiming High in Faith, Love and Learning

INTENT – we aim to…

- Develop confident, safe and independent users of technology.
- Build strong foundations in computer science, including algorithms and programming.
- Equip pupils with essential digital literacy skills for communication and creation.
- Teach children how to stay safe and act responsibly online.
- Foster curiosity, resilience, and computational thinking.
- Ensure all pupils, including those with SEND, can access and succeed in computing.
- Prepare pupils with digital skills that support their future learning and life.

IMPLEMENTATION – How do we achieve our aims?

Planning: At Christ Church, teachers plan computing lessons using the **Purple Mash scheme of work**. The curriculum is built around three key strands: **Information Technology**, **Computer Science**, and **Digital Literacy**. Each unit is carefully sequenced to build knowledge and skills progressively across year groups. **Online safety** is taught throughout the year using **Purple Mash's 2BeSafe based on the Being Safe in a Digital World Guidance**. This ensures children regularly learn how to stay safe and make responsible choices online.

Recording: Children save their work in Purple Mash folders, post on class blogs, and contribute to whole school online display boards. Unplugged activities are recorded in computing folders, and physical computing tasks are photographed and printed.

Assessment: Children have cover sheets for each unit in their computing folders with learning intentions for teacher assessment and self-evaluation. Teachers assess pupils as working towards, at, or beyond expected levels after each unit using a formative assessment framework on their planning sheets. Summative assessments are then recorded at the end of each term on Insight Tracker using the formative assessments collected over the year, to highlight whether children are working at or towards the national curriculum attainment statements for their key stage.

Vocabulary: Key computing vocabulary are introduced at the start of lessons using PowerPoint presentations and are revisited during activities. Teachers recap vocabulary at the end of each lesson and again at the start of the next to reinforce understanding. Words are embedded in future units for continuity. Children use knowledge organisers with key terms, diagrams, and step-by-step guides. Teachers include vocabulary in planning, and it is mapped across the whole school for progression.

EYFS: Although there is no specific Early Learning Goal for computing, children begin their computing journey in EYFS. Reception pupils have access to PCs with Mini Mash programs, iPads, Beebots, and an interactive whiteboard. Computing is integrated across all areas of learning and planned around current themes. Children develop foundational skills such as using a mouse and keyboard, logging in, opening and saving work, printing, painting digitally, following and giving instructions, taking photographs, and using computers to find information and record ideas. Alongside these skills, children are taught healthy habits when using technology and learn the basics of internet safety to help them make responsible choices online.

Lesson Structure: **At our school, computing lessons follow a clear structure to support learning and progression:**

Recap: We start by checking knowledge and skills from previous lessons to build on what children already know. **Introduction:** The learning objective is shared, and key vocabulary is revisited, with new terms introduced to deepen understanding. **Main Teaching:** Teachers model tasks step by step, often breaking learning into smaller chunks so pupils can practise after each stage. **Practice:** Children take part in practical activities to apply their new skills in meaningful ways. **Plenary & Reflection:** Each lesson ends with a plenary and reflection time, giving pupils the chance to review what they've learned and connect it to prior knowledge.

SEND: We ensure all children can access and enjoy computing by planning lessons that follow a predictable structure with recap, modelling, guided practice and reflection. We provide clear visual instructions, breaking tasks into manageable steps, and by using multi-sensory, hands-on activities. Pupils may receive scaffolded resources, assistive technology, or additional adult or peer support where needed. Lessons are flexible and inclusive, with adaptations made to meet individual needs so every child can participate, succeed, and build confidence in their digital skills.

IMPACT – How do we know if we've achieved our aims?

- **Children confidently navigate devices**, shown through independent use of tools, safe choices online and self-directed learning.
- **Pupils apply computer science skills**, evidenced in their coding projects, debugging explanations and ability to discuss algorithms.
- **Children produce purposeful digital work**, demonstrated through saved work samples, progression in digital creations and effective use of software.
- **Pupils show strong online-safety awareness**, evidenced in discussions, scenario responses and consistent safe behaviour.
- **Children demonstrate computational thinking**, shown through problem-solving tasks, logical reasoning in activities and resilience when improving work
- **All learners, including SEND pupils, make progress**, evidenced through adapted outcomes, assessment notes, and increasing independence over time.
- **Children are ready for the next stage**, demonstrated through confident use of vocabulary, transferable digital skills and improved outcomes.