# **Curriculum Intent: Computing**

**Broad and Ambitious Curriculum**

At Earley St Peter’s CE Primary School, our Computing curriculum is designed to be comprehensive, engaging, and forward-thinking, equipping all pupils with the knowledge and skills necessary to thrive in an increasingly digital world. Rooted in three core strands—**Computer Science, Information Technology, and Digital Literacy**—our curriculum fosters computational thinking, problem-solving abilities, and responsible online behaviour.

We aim to:

* Instil a sense of enjoyment in using technology while developing an appreciation of its capabilities and potential.
* Ensure pupils become confident and adaptable when encountering new technologies.
* Develop digital competence and a range of transferable skills to prepare pupils for future education and employment.
* Promote responsible online citizenship by embedding e-safety, digital well-being, and ethical considerations in technology use.
* Meet and exceed the requirements of the National Curriculum and align with the DfE’s [*Education for a Connected World* framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf).

**Curriculum Structure and Implementation**

Our curriculum is carefully structured to ensure a clear progression of knowledge and skills across all year groups. By systematically integrating Computer Science, Information Technology, and Digital Literacy, we provide a cohesive and well-sequenced learning experience. The curriculum is informed by research and best practices, supporting both novice learners and those with prior knowledge.

* **Early Years Foundation Stage (EYFS) & Key Stage 1:** Pupils develop a foundational understanding of algorithms, learning to create, debug, and predict the behaviour of simple programs. They explore purposeful uses of technology to manage digital content and are introduced to fundamental online safety principles. Computational thinking is nurtured through logical reasoning, pattern recognition, and abstraction activities.
* **Key Stage 2:** Pupils refine their computational thinking skills, applying logical reasoning to create and debug increasingly complex programs. They develop a deeper understanding of networks, databases, and digital communication while learning to critically evaluate digital content and use technology responsibly.

The curriculum is structured around five key areas, enabling pupils to revisit and build on previous learning in a cyclical manner:

* **Computer Systems and Networks** – Understanding how digital systems function, including the internet and online safety.
* **Programming** – Developing problem-solving skills through block-based and text-based programming languages.
* **Creating Media** – Using digital tools to design and develop creative content.
* **Data Handling** – Organising, interpreting, and visualising data effectively.
* **Online Safety** – Embedding responsible digital behaviour, ensuring pupils understand privacy, security, and ethical technology use.

E-safety and responsible digital behaviours are embedded throughout the curriculum, ensuring pupils can confidently and safely navigate digital environments. Recognising the importance of teacher confidence in delivering computing, we provide ongoing professional development through training videos, webinars, and CPD opportunities.

**Impact on Pupils**

Our computing curriculum is inclusive and aspirational, ensuring high expectations for all pupils, including those who are disadvantaged or have SEND. Pupils develop confidence in tackling computing challenges, gaining a secure understanding of both the ‘what’ and the ‘how’ of computing. They engage in self-evaluation, discussion, and decision-making, enabling them to reflect on their learning and progress.

We employ targeted teaching strategies that break down complex concepts while maintaining high curriculum expectations. Cognitive load is carefully managed, and multiple entry points are provided to ensure accessibility for all learners.

Through this structured, engaging, and forward-thinking approach, we ensure that all pupils acquire the skills and knowledge necessary to participate effectively and safely in an increasingly digital world, with a strong emphasis on inclusivity and equal opportunities.

**Assessment**

Assessment is integral to our approach, ensuring that pupils’ progress is effectively monitored and supported. We use formative assessment strategies beyond digital outputs, incorporating observations, discussions, and project evaluations. Lessons include a *Recap and Recall* section, enabling pupils to retrieve prior learning and allowing teachers to assess retention and readiness for progression. The *Assessing Progress and Understanding* component in each lesson identifies pupils working securely within expectations or at greater depth.

By the end of their primary education, pupils will be equipped with the knowledge and skills necessary for a smooth transition to Key Stage 3 computing. They will be critical thinkers capable of making informed digital choices and understanding technology’s role in education, employment, and society. Pupils will confidently use a range of digital tools and programming languages while demonstrating responsible digital citizenship, awareness of online risks, and ethical technology use. Having met the National Curriculum expectations, they will be fully prepared for the challenges of Key Stage 3 and beyond.