



## Subject Report 2025-2026

<b>Subject</b>	Computing	<b>Report prepared by</b>	Josh McCormack
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### Overview of the year:

Our world is becoming more and more technologically advanced. It is our responsibility to help children to learn how to use technology to support their learning and understanding. Our exciting computing curriculum helps children develop their computing skills across a variety of computing hardware and software. As a result of this, as children become more computer literate, they are more confident when faced with new technologies as they have the skills to find logical pathways to solve problems.

Knowing how to stay safe online is always of utmost importance. The Cambridge Primary School tackles the topic of internet safety as a whole school community. Every year, teachers complete the Annual Online Safety for Education training. In addition to this, all children take part in a series of internet safety lessons which are continuously revisited during the academic year. Additionally, to continue to raise the profile of internet safety, internet safety bulletins are included on our school website.

To ensure we are able to support our children, and keep them safe online, we use a robust filtering and monitoring system. Every child in the school uses their own username and password to log on to our school network. This enables us to identify where safeguarding interventions are required.

### Curriculum: Intent, implementation, Impact

#### Intent

Our intention is for a Cambridge pupil to show a true understanding and enjoyment across the three strands (digital literacy, information technology and computer science) of computing. They demonstrate **bravery** when using new software or hardware and when voicing their views and opinions with their peers. A Cambridge pupil learns to think **innovatively** to problem solve and, by **collaborating** with others, they are able to develop resilience and their critical thinking skills. Through their developed sense of **ownership**, pupils continuously reflect on their learning and achievements in computing.

When children leave the Cambridge Primary, they will have the following key skills;

- Demonstrate **digital literacy**, whilst using digital technologies effectively and safely; knowing what their associated **limitations and dangers** are.
- Confidently and creatively **use a variety of software** and **multimedia** for a range of purposes.
- **Critically evaluate** a variety of **hardware and software**, choosing the best devices and programs for a **specific purpose**.
- Analytically **create, test** and **de-bug programs**.
- **Critically evaluate** their own work and that of others.
- Demonstrate resilience and **problem-solving skills** when using computer hardware and software.

In computing, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• To be digitally literate. Pupils know how to use digital technologies effectively and safely in addition to knowing what their associated limitations and dangers are.</li> <li>• To confidently and creatively use a variety of software and multimedia for a range of purposes.</li> <li>• To critically evaluate a variety of hardware and software, enabling pupils to choose the best devices and programs for a specific purpose.</li> <li>• To analytically create, test and de-bug programs.</li> <li>• To critically evaluate their own work and that of others.</li> <li>• To demonstrate resilience and problem-solving skills when using computer hardware and software.</li> </ul>	<p>Pupils show a true understanding and enjoyment across the three strands (digital literacy, information technology and computer science) of computing. They demonstrate bravery when using new software or hardware and when voicing their views and opinions with their peers. Children learn to think innovatively to problem solve and by collaborating with others, pupils are able to develop their critical thinking skills. Through their developed sense of ownership, pupils continuously reflect on their learning and achievements in computing.</p>

#### Implementation

Computing throughout the curriculum provides opportunities for the children to collaborate with partners, small groups and the whole class to discuss ideas, develop their thinking and understand different areas of computing. Where possible, computing lessons are linked to topics, deepening learning through connections. Computing lessons are taught as a whole class and provide 'hands on' opportunities for children to use all types of computing hardware (laptops, iPads, Chromebooks,

Beebots and Lego We Do). By following our fast feedback policy, teachers and LSAs are able to praise children’s achievements and challenge their understanding even further.

**Topics taught across each year group:**

	AT1	AT2	SP1	SP2	SU1	SU2
<b>EYFS</b>	Children begin to learn how to keep safe online, and what to do if they see something they don’t like online. Children know what a keyboard is and how to use a digital device to take a photo and a video. Children begin to learn how to move a Beebot using basic directional language.					
<b>Y1</b>	Digital literacy - Online safety and technology around us	Information technology – Creating media (digital painting)	Information technology – Creating media (digital writing)	Information technology – Creating media (Grouping data)	Computer science – Programming (moving a robot)	Computer science – Programming (introduction to animation)
<b>Y2</b>	Digital literacy - Online safety and IT around us	Information technology – Creating media (making music)	Information technology – Data and information (pictograms)	Information technology – Creating media (digital photography)	Computer science – Programming (robot algorithms)	Computer science – Programming (an introduction to quizzes)
<b>Y3</b>	Digital literacy - Online safety and connecting computers	Computer science – Programming (sequence in music)	Information technology – Creating media (desktop publisher)	Information technology – Creating media (photo editing)	Information technology – Data and information (branching databases)	Computer science – Programming (events and action)
<b>Y4</b>	Digital literacy - Online safety and the internet	Information technology – Data and information (data logging)	Information technology – Creating media (audio editing)	Information technology – Creating media (animation)	Computer science – Programming (repetition in shapes)	Computer science – Programming (An introduction to Lego we do)
<b>Y5</b>	Digital literacy - Online safety, systems and searching	Information technology – Flat file databases	Information technology – Video production	Information technology – Vector graphics	Computer science – Programming (selection in physical computing)	Computer science – Programming (creating quizzes)
<b>Y6</b>	Digital literacy - Online safety, communication and collaborayion	Information technology - spreadsheets	Information technology – 3D modelling	Information technology – Web page creation	Computer science – Programming (variables in games)	Computer science – Programming (sensing movement)

**Rationale for curriculum organisation:**

Every class from Year 1 to year 5 has a 1 hour, discreet, whole class computing lesson every week. Reception access technology throughout the day by use of the interactive white board, Beebots and iPads. Each year group has their lesson on a specific day to ensure every child has access to their own individual piece of computing hardware. The curriculum has been designed so that learning is cyclical. By revisiting skills throughout each topic, each year the children’s knowledge is successfully developed and built upon. A skills progression document has been created to ensure every skill is taught within this subject.

**What have you done to ensure that every skill is covered?**

Every term, the subject lead carries out a safeguarding pupil voice audit. During this process, three children from each class are questioned on their understanding of how to stay safe online. In addition to this, the subject lead carries out pupil conferencing where children are asked a range of questions linked to their learning in computing lessons. This insight enables the subject lead and teachers to know which aspects of the curriculum are having the most impact on the children’s enjoyment and learning.

The subject lead is responsible for checking planning, resources and hardware are being used appropriately and discusses with teachers areas to be developed further. The subject lead monitors lessons by carrying out termly learning walks.

**Impact**

The children at The Cambridge Primary School enjoy computing lessons and are confident in using a range of computing hardware. Children are able to transfer their computing skills from one device to another and are able to articulate why they like using specific hardware.

<b>What does marking and assessment look like in your subject? How do you know this has been effective for children’s progress?</b>	<b>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</b>
During all lessons, teachers use a range of formative assessment strategies to evaluate the children’s understanding. This assessment is then used to identify gaps in learning and misconceptions. By using fast feedback, teachers are able to inform children of their achievements, address misconceptions and identify the next steps in their learning. Every pupil has their own folder on the school	Sept 24 – Annual online safety course. Monthly – CEOP monthly updates. By researching the current trends, I am able to keep myself informed about current trends and threats.

<p>network where they are able to save their work in addition to a folder where work, which isn't completed on hardware, is saved.</p> <p>Children enjoy using different computing hardware and have expressed their interest in the subject through pupil conferencing and discussions the subject lead has had with class teachers.</p>	
<p><b>What Performance Information is monitored? What are the 3 questions you are considering for future developments?</b></p>	<p><b>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</b></p>
<p>Progress across the school is good. Children are confident when using a range of devices and are able to explain what they like about using different types of hardware.</p> <p>Learning walks, observations, planning scrutiny, pupil conferencing and pupil progress reviews all play a part in monitoring the quality and the impact of the computing provision across the school. Where gaps are noticed, provision is put in place.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> <li>1. Are children using computing hardware and software in other areas of the curriculum?</li> <li>2. How can computing hardware be used in other areas of the curriculum?</li> <li>3. How can we develop how we carry out assessment?</li> </ol>	<p><u>Fundamental British Values</u></p> <p>We promote tolerance through respecting and discussing the views and opinions of others. All pupils are encouraged to recognise not only their strengths but also the strengths of others.</p> <p>To help ensure there is gender balance and equality, when appropriate, computing lessons are linked to topics to help engage all pupils. Computing lessons are differentiated to enable all children to achieve, and enjoy learning, during their computing lessons.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>They demonstrate <b>bravery</b> when using new software or hardware and when voicing their views and opinions with their peers. Pupils think <b>innovatively</b> to problem solve and, by <b>collaborating</b> with others, they are able to develop resilience and their critical thinking skills. Through their developed sense of <b>ownership</b>, pupils continuously reflect on their learning and achievements in computing.</p> <p><u>Opportunities for Personal Development</u></p> <p>The computing lead keeps up-to-date with current trends and potential threats by reading weekly computing articles.</p>