



Computing at Shenley Primary School

Intent

At the centre of our curriculum are our core school values – self-belief, teamwork, aspiration, respect and strength in kindness – which shape everyday life in our school. Our curriculum is guided by the National Curriculum and is responsive to children’s interests and the ever-changing digital world.

Through our computing teaching, we aim for our pupils to:

- Experience a broad and balanced computing curriculum.
- Develop confidence in using technology safely, responsibly, and effectively.
- Gain secure knowledge of computer science, information technology, and digital literacy.
- Build and apply key skills progressively across each year group.
- Develop curiosity and problem-solving skills through computational thinking.
- Understand the role of technology in the wider world and its impact on society.

Curriculum Intent

Our computing curriculum intent is rooted in a structured, progressive approach that ensures pupils:

- Become confident users of technology who can understand and apply the fundamental principles of computer science, including logic, algorithms, and data representation.
- Design, write and debug programs, developing resilience and logical thinking when solving problems.
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.
- Communicate ideas effectively using a range of digital tools and platforms.
- Develop accuracy, creativity, and independence through meaningful computing experiences.
- Engage with a broad range of digital contexts to understand how technology is used in the real world.
- Use appropriate technical vocabulary to explain processes, concepts, and outcomes clearly.

Computing concepts are introduced and developed through a balance of modelled, shared, guided, and independent learning, ensuring pupils build strong foundations before progressing to more complex skills and understanding.

Inclusive Intent

We intend for computing to be accessible to all learners, regardless of background, language, or ability. Our inclusive approach ensures that every pupil is effectively supported and appropriately challenged through adaptive teaching strategies and the use of engaging, accessible technology.

We aim to create a classroom culture where mistakes are valued as part of the learning process, particularly when debugging and problem-solving. All pupils are supported to see themselves as capable users and creators of technology.



Cross-Curricular Intent

We recognise the importance of meaningful cross-curricular links in computing to deepen understanding and make learning purposeful and relevant. Wherever possible, computing is integrated with other subjects such as mathematics, literacy, science, and design and technology.

Pupils are given opportunities to apply computing skills through writing, data handling, research, presentation, and problem-solving tasks. These links help pupils understand how technology supports learning and everyday life, while developing transferable digital skills.

Personal Development Intent

Computing plays a key role in supporting pupils' personal development by equipping them with essential life skills for the digital world. Pupils learn about online safety, digital responsibility, and respectful communication.

Through collaborative tasks and problem-solving activities, pupils develop resilience, independence, and confidence. They learn to evaluate information critically and understand the impact of technology on individuals and society.

Outcomes

By the end of their primary education, our intent is that pupils will:

- Understand and apply key concepts in computer science, information technology, and digital literacy.
- Design, write, and debug simple programs using logical reasoning.
- Use technology safely, respectfully, and responsibly.
- Create and present digital content for a range of purposes.
- Apply computing skills across the curriculum and in real-life contexts.
- Be well-prepared for the next stage of their education in an increasingly digital world.

Implementation

At Shenley Primary, we use the Purple Mash scheme to support teaching and ensure clear progression of skills and knowledge across all year groups. Our curriculum is aligned with the National Curriculum and adapted to meet the needs of our pupils.

Units of work are carefully sequenced to build on prior learning, enabling pupils to develop both technical skills and conceptual understanding over time.

A progression map has been developed for each Key Stage to ensure continuity and progression in programming, data handling, digital literacy, and online safety.

To support pupils in knowing more and remembering more, key concepts are regularly revisited through retrieval activities and practical application.



At the start of each unit, pupils are introduced to key vocabulary and concepts, which are revisited and reinforced throughout learning. Pupils are encouraged to use appropriate technical language when discussing and explaining their work.

Lessons include a balance of:

- Teacher modelling
- Guided practice
- Independent application

Pupils have regular access to a range of software, allowing them to develop confidence and independence in using technology.

Online safety is embedded throughout the curriculum and reinforced through dedicated lessons and whole-school initiatives.

Enrichment

We provide opportunities to enrich computing through links with wider events such as Safer Internet Day.

Pupils engage in creative and practical activities, including coding projects, multimedia creation, and problem-solving challenges. Where possible, we provide real-world contexts and opportunities to explore how technology is used beyond the classroom.

Assessment

Assessment in computing is ongoing and used to inform teaching, support pupil progress, and ensure coverage of key knowledge and skills.

Formative assessment is embedded within lessons through:

- Observation of pupils during practical tasks
- Questioning and discussion
- Reviewing digital work and outcomes
- Identifying misconceptions and providing immediate feedback

Teachers use assessment for learning strategies to adapt teaching, provide additional support, or extend learning where appropriate.

Summative assessment is carried out at the end of units using outcomes from the Purple Mash scheme. These assessments are used to evaluate pupils' understanding of key concepts and their ability to apply skills independently.

Pupils' progress is tracked against age-related expectations, and judgements are informed by a range of evidence, including saved digital work, teacher observations, and completed projects.



Assessment information is used to:

- Monitor individual and group progress
- Identify gaps in knowledge or skills
- Inform future planning and curriculum development

Impact

The impact of our computing curriculum is that pupils leave primary school as confident, responsible, and capable users of technology who can think logically, solve problems, and apply their skills in a range of contexts.

By the time pupils leave Shenley Primary School, they will have developed:

- Confidence in using technology effectively and independently.
- A secure understanding of key computing concepts and skills.
- The ability to think logically and solve problems through computational thinking.
- An understanding of how to stay safe and behave responsibly online.
- The ability to use digital tools to communicate, create and present ideas.

Computing at Shenley is designed to be accessible to all pupils. Lessons are carefully structured to ensure all learners can engage with key concepts and skills.

Adaptive teaching

Adaptive teaching strategies include:

- Breaking learning into manageable steps
- Use of visual instructions and demonstrations
- Scaffolded tasks and templates
- Pre-teaching of key vocabulary

Pupils with additional needs are supported through targeted intervention, flexible grouping, and adult support where necessary.

For pupils with English as an Additional Language (EAL), computing provides valuable opportunities to develop language alongside practical skills. Vocabulary is explicitly taught and reinforced through discussion, modelling, and repetition.



Oracy

Oracy is an important part of computing, enabling pupils to explain their thinking, justify decisions, and reflect on their work.

Pupils are encouraged to:

- Discuss algorithms and predictions
- Explain how programs work
- Reflect on errors and debugging

Structured talk activities support pupils in developing confidence and clarity when using technical vocabulary.

Teachers model clear explanations and provide sentence stems to support all learners in articulating their ideas.

Through discussion and collaboration, pupils develop both their understanding of computing concepts and their communication skills.