



Computing Curriculum Overview



Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: "**Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!**"

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

The National Curriculum

Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Subject content

Early Years

Within the Early Years Foundation Stage, computing is embedded across the curriculum to support children's understanding of the world and to develop the foundations of computational thinking. Through purposeful play and exploration, children begin to recognise patterns, make predictions, sequence events, and solve problems using both unplugged and technology-based activities. They are provided with opportunities to interact with age-appropriate digital tools—such as tablets, programmable toys, and interactive resources—to enhance their learning experiences.

The emphasis in the EYFS is on developing curiosity, independence, and confidence when using technology. Children are encouraged to explore how technology is used in everyday life and to understand simple concepts of digital safety and responsibility. These early experiences form the basis for progression into the Computing National Curriculum at Key Stage 1.

Computing within the EYFS is primarily delivered through the *Understanding the World* area of learning, where children learn about the role of technology in their environment and how it supports everyday life. It also links closely to *Expressive Arts and Design*, as children use digital media creatively to express ideas and develop their imagination. Through these interconnected areas, children gain a broad and meaningful introduction to the digital world.

Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Safeguarding: Online Safety

Online Safety

Online safety has a high profile at Moorside Primary School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.



At Moorside, we are... **Digital Explorers**



EARLY YEARS

- Computing Systems & Networks
- Programming
- Data Handling

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YEAR 2

- Route Explorers
- The Internet
- Creating Pictures
- Spreadsheets
- Questioning
- Coding
- Presenting Ideas
- Making Music

1

2



YEAR 4

- Unpacking Hardware & Software
- Animation
- Logo
- Sound Stories
- Effective Searching
- Coding
- Composing Beats
- Introduction to AI

3

4



YEAR 6

- Networks
- Graphing
- Blogging
- Data Detectives
- Coding
- Intro To Python
- Spreadsheets
- 3D Modelling

5

6



YEAR 1

- Creative Computing
- Data Explorers
- Creating & Following Instructions
- Animated Stories
- Coding
- Technology Around Us
- Making Beats



YEAR 3

- Email
- Route Planners
- Branching Databases
- Spreadsheets
- Coding
- Presentations
- Touch Typing



YEAR 5

- Quizzing
- Databases
- Game Creator
- Spreadsheets
- Coding
- Word Processing
- Concept Maps

*Online Safety is delivered throughout the year in each year group

Curriculum Organisation

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from EYFS to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Online Safety

At Moorside, we are committed to ensuring that all pupils develop the knowledge, skills, and understanding needed to stay safe in an increasingly digital world. Online Safety is delivered over the course of the year using 2BeSafe – Being Safe in a Digital World, an Online Safety scheme created by 2Simple.

2BeSafe covers many of the requirements of the Digital Literacy strand of the Computing curriculum and aligns with the guidance set out in the Department for Education's Teaching Online Safety in Schools guidance, as well as the Education for a Connected World framework. The framework outlines eight key areas designed to equip children and young people for life in the digital world. 2BeSafe provides comprehensive coverage of these areas for primary school pupils, from EYFS through to Year 6.

For each objective within the framework, 2BeSafe provides a 15–20 minute session with activities that encourage discussion, reflection, and critical thinking to raise awareness of online safety. All sessions include a teaching PowerPoint and accessible resources to support teachers and save preparation time. Activities do not require pupils to use devices, although optional tasks can involve practical use of technology.

Through our PSHE curriculum and the use of Kapow Primary, our school ensures a robust and progressive Online Safety curriculum that complements the Computing curriculum, helping pupils to develop responsible, safe, and confident digital habits. By integrating Online Safety across multiple areas of learning, we ensure that pupils are well-prepared to navigate the digital world safely and responsibly.

Use of AI in Purple Mash

Pupils will learn about AI as part of the computing curriculum using Purple Mash, exploring its applications and implications in a safe and responsible way. All AI activities will follow the school's Acceptable Use Policy, with guidance from staff to ensure online safety, protect personal information, and promote ethical use.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay
- Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Types of Knowledge

By using the Purple Mash curriculum, students have access to 'Declarative and Procedural Knowledge documents to support teachers in understanding the intended learning outcomes of each unit.

The documents outline the specific knowledge and skills that children should acquire and demonstrate by the end of their learning.

Declarative Knowledge sets out what children will know. This includes facts, concepts, definitions, and key ideas that form the foundation of the unit.

Procedural Knowledge sets out what children will be able to do. This focuses on the skills and processes children should develop and apply when using technology

These documents are used to:

- Provide teachers with a clear overview of learning expectations for each unit.
- Ensure consistency of teaching and progression of knowledge and skills across year groups.
- Support planning, teaching, and assessment by highlighting the essential outcomes to focus on.
- Reinforce the balance between understanding (knowing) and application (doing) in computing.

Oracy

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry



Learning through talk

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

Learning to talk

Just as importantly, we support pupils to develop their oracy skills so they can communicate

confidently in different situations — from classroom conversations to speaking in public, debating, or attending interviews.

Developing Oracy through the Computing Curriculum

Through our Computing curriculum, delivered via Purple Mash, pupils are supported to develop their oracy skills in a range of meaningful contexts, including:

Computing Activities:

- Explaining and justifying their choices of software tools, coding methods, or digital techniques.
- Engaging in paired and group discussions to solve problems or plan digital projects.
- Presenting and demonstrating their digital work, projects, or programs to peers and the class.
- Analysing and providing constructive feedback on their own work and that of others.
- Collaborating on group projects, such as shared coding tasks or digital content creation.
- Responding thoughtfully to high-level questions such as “How does this program work?” by articulating and defending their reasoning.
- Using subject-specific vocabulary to describe processes, functions, and digital outcomes.

Through these activities, pupils not only enhance their digital literacy and computational thinking but also strengthen communication, reasoning, and critical thinking skills, ensuring that computing is an interactive and collaborative learning experience.

Intent

At Moorside Primary School, we aim to provide a high-quality computing education that equips all pupils with the knowledge, skills, and understanding necessary to thrive in a rapidly changing digital world. Through the use of the Purple Mash Primary Curriculum, we intend to develop pupils’ computational thinking, creativity, and digital literacy from EYFS through to Year 6.

Our computing curriculum is designed to:

- **Develop problem-solving and logical thinking skills** through coding, programming, and algorithmic tasks.
- **Foster creativity and innovation** by encouraging pupils to create digital content, animations, and interactive projects.
- **Promote safe and responsible use of technology**, ensuring that pupils understand online safety, digital wellbeing, and the ethical use of digital tools.
- **Enhance communication and collaboration skills** by engaging pupils in paired and group activities, sharing ideas, and giving constructive feedback.
- **Build confidence and independence** in using a wide range of digital tools and resources across the curriculum.

By following Purple Mash, pupils experience a progressive and engaging learning journey, where foundational skills in computing are built upon year by year. Our intent is not only to prepare pupils for future education and careers in a technology-rich society but also to empower them to be active, responsible, and creative digital citizens.

Implementation

At Moorside Primary, the Computing curriculum is implemented using the Purple Mash Primary Curriculum, providing a coherent and progressive learning journey for all pupils from Reception through to Year 6. Computing is taught through a combination of discrete lessons and cross-curricular activities, allowing pupils to apply their digital skills across different subjects. Lessons are carefully sequenced to build knowledge, skills, and understanding progressively, with clear learning objectives and success criteria. Pupils engage in a wide range of activities, including coding, programming, digital content creation, and data handling, all supported by age-appropriate Purple Mash resources.

Teaching and learning approaches in computing encourage collaboration, discussion, and problem-solving. Pupils work in pairs and groups to share ideas, experiment, and think computationally, with guidance and scaffolding provided to support independent learning. Formative assessment is embedded throughout lessons, with pupils reflecting on their progress and teachers using assessment information to plan next steps. Practical, hands-on activities ensure that learning is engaging, meaningful, and relevant to real-world contexts.

Online safety and digital literacy are key components of our computing curriculum. Pupils are taught to use technology responsibly and safely, with reinforcement through the school's PSHE curriculum and Kapow resources. They learn to identify risks, make informed choices online, and understand the ethical use of technology, ensuring that they develop confidence and resilience in digital environments.

The curriculum is supported by high-quality resources provided by Purple Mash, including structured lesson plans, teaching PowerPoints, and interactive tools. These resources reduce teacher workload while providing opportunities for independent exploration and creative digital projects, fostering curiosity, innovation, and engagement. Through this approach, pupils experience a balanced, inclusive, and progressive computing education that equips them with the knowledge, skills, and attitudes required to succeed in a digital society.

Adaptation and SEND

Where appropriate, guidance has been given on how to simplify tasks within lessons or challenge those who are ready for more stretching tasks. We identify SEND as a broad term which can include physical, sensory, cognitive, behaviour and learning access needs, of which some children with SEND needs may be functioning at above expected national levels.

Within the scheme, most lessons are designed to be differentiated by using support and/or scaffolding to adapt tasks and activities so that outcomes can be tailored to each child's individual needs.

Specific SEND guidance is not provided within the curriculum, except where difficulties in other subjects may affect access to computing content. For example, some activities involving spreadsheets draw on mathematical understanding, which may present additional challenges for certain pupils. Where this occurs, staff will make the appropriate adaptations to learning in line with children's needs. Support and guidance will also be provided from the school SENDCo.

We aim to make resources accessible to as many children as possible, such as including voice recordings alongside text in quiz activities, and carefully considering colour palettes and illustrations.

Extension tasks are included in many lessons to provide additional challenge for more able learners

Adaptive Practise

SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold

1. Adjusting the Level of Challenge

Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

2. Clarifying and Simplifying Instructions

Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

3. Highlighting Essential Content

Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

4. Re-explaining and Reinforcing Concepts

Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

5. Using Examples and Models

Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

6. Collaborative and Peer Support

Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

7. Scaffolding with Step-by-Step Guidance

Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

8. Improving Accessibility

Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

9. Allowing Additional Processing Time

Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

10. Teaching and Reinforcing Vocabulary

Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

11. Checking Understanding and Providing Feedback

Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

12. Offering Multiple Ways to Record and Present Learning

Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

13. Pre-teaching Key Knowledge and Vocabulary

Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support

1. Building on Prior Knowledge

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

2. Interest-Driven Extension

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

3. Deepening Conceptual Understanding

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

4. Higher-Order Questioning

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

5. Challenging Learner Roles

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

6. Mastery and Enrichment Activities

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

7. Flexible Task Design

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

8. Feedback for Growth

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement

Impact

At Moorside Primary, the impact of our Computing curriculum is that pupils develop into confident, creative, and responsible digital citizens who have the knowledge, skills, and understanding to thrive in an increasingly technology-driven world. Our curriculum, delivered through the Purple Mash Primary Curriculum, is designed to enable pupils not only to acquire technical skills but also to apply them meaningfully across a range of contexts, making sense of the digital world and their place within it.

The impact of the Purple Mash scheme is continually monitored through both formative and summative assessment opportunities. Lessons include clear assessment guidance, allowing teachers to check understanding against learning objectives. Pupils' progress is tracked through electronic work samples, practical tasks, coding projects, and online collaborative tools. Pupils' ability to present and explain digital work, apply computing skills to solve problems, and collaborate on projects forms an integral part of our assessment approach.

In the EYFS, assessment focuses on children's engagement with technology and early computational thinking skills, linked closely to the *Understanding the World* and *Expressive Arts and Design* areas of learning. Practitioners observe and record how children explore digital tools, make predictions, and engage with cause-and-effect activities. These observations inform planning, support next steps, and evidence progress for parents via learning journals and the EYFS profile.

By the time pupils leave our school, the expected impact is that they will:

- Confidently use a range of digital tools to create, explore, and communicate ideas.
- Apply computational thinking and problem-solving skills across a variety of contexts.
- Demonstrate an understanding of digital systems, algorithms, and programming principles.
- Use technology responsibly, safely, and ethically, demonstrating strong online safety awareness.
- Collaborate effectively with peers using digital platforms and present work clearly to a range of audiences.
- Meet the Early Learning Goals for 'Understanding the World' in EYFS and achieve the end-of-Key-Stage expectations for Computing outlined in the National Curriculum by the end of Year 2 and Year 6.

Ultimately, pupils leave our school equipped with the skills, confidence, and resilience to engage with computing at Key Stage 3 and beyond. They develop the ability to think critically, act responsibly, and make informed decisions that will enable them to contribute positively in a digital society.

Assessment

Assessment is an integral part of the Computing curriculum at our school. In Years 1–6, pupils' attainment is assessed using the 2Simple Computing Assessment Tool, which provides detailed exemplification for each key learning intention, allowing teachers to accurately identify progress. Teachers record progress using the assessment tool, and tracking data is used to inform future planning and ensure continuity of learning (via Insight)

Formative assessment is undertaken during each lesson or interaction. Pupils are encouraged to engage in self, peer, and group assessment. Progression of skills documents and displays provided by 2Simple help both teachers and pupils to evaluate learning and identify next steps.

Summative assessment takes place in line with the school's assessment cycle. Teachers use electronic work samples from pupils' portfolios on Purple Mash to make judgements and record them on Insight. In the EYFS, assessment is based on practitioner observations of children's engagement with technology, problem-solving, and early computational skills, which are recorded in learning journals and inform planning.

This approach ensures that assessment in computing is ongoing, purposeful, and used effectively to support learning. It enables teachers, subject leaders, and senior leaders to monitor progress, identify gaps in understanding, and ensure consistency and progression across year groups and key stages.

The Role of Subject Leaders

Computing subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of computing across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence-based, driving continuous improvement in Computing teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

Overview of Content

EYFS	Computing Systems and Network			Programming			Data Handling		
Year 1	Intro to Purple Mash	Creative Computing	Data Explorers	Creating and Following Instructions	Animated Stories	Coding	Technology Around Use	Making Beats	
Year 2	Route Explorers	The Internet	Creating Pictures	Spreadsheets	Questioning	Coding	Presenting Ideas	Making Music	
Year 3	Email	Route Planners	Branching Databases	Spreadsheets	Coding	Presentations	Touch Typing		
Year 4	Unpacking Hardware and Software	Animation	Logos	Sound Stories	Effective Searching	Coding	Composing Beats	Introduction to AI	
Year 5	Quizzing	Databases	Game Creator	Spreadsheets	Coding	Word Processing	Concept Maps		
Year 6	Networks	Graphing	Blogging	Data Detectives	Coding	Introduction to 'Python'	Spreadsheets	3D Modelling	

- Online Safety – Delivered throughout the year using 2BeSafe-Being Safe in a Digital World and through the schools PSHE Curriculum