COMPUTING POLICY

Intent

The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community. Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding. They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mind set, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle. As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs, that will equip them to take responsibilities and lead at a local, national and global level.

At Primet Primary, our intent is to provide a computing curriculum that equips pupils with the knowledge, skills, and confidence to thrive in a digital world. We aim to develop curious, creative, and resilient learners who can think logically, solve problems, and use technology purposefully.

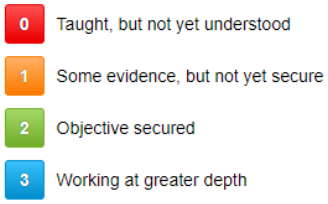
We want all children to understand how technology works, to use digital tools safely and responsibly, and to communicate and collaborate effectively. Pupils will recognise and avoid online safety risks and learn how to navigate the online world successfully, building digital resilience. Our curriculum is designed to build secure foundations, encourage independence, and prepare pupils for the rapidly evolving technological landscape.

Implementation

At Primet Primary, computing is taught through the **Teach Computing - NCCE** curriculum, ensuring a clear progression of knowledge and skills from EYFS to Year 6. Lessons are carefully sequenced so pupils build confidence in computer science, information technology, and digital literacy, with regular opportunities to revisit and deepen their understanding. Teachers use consistent, research-informed resources and provide hands-on experiences with a range of digital tools to help children learn through doing.

Online safety is taught explicitly and continuously through **Project Evolve**, allowing pupils to explore real-life scenarios and develop secure, age-appropriate understanding of how to stay safe online. Learning is adapted so all children can access the curriculum, and assessment is used to identify misconceptions early and support pupils in becoming confident, responsible, and thoughtful users of technology.

As children progress through the units, teachers will record their assessments onto INSIGHT. As detailed below, the formative assessment of these skills and onjectives will be recorded using INSIGHT.



As part of their role, the Computing subject leader will ensure that regular updates regarding resources and statutory requirements will be shared amongst staff. A resource audit will be reviewed annually to ensure that all resources needed to teach the curriculum are available for staff and training needs identified.

Oracy
In the Computing curriculum, oracy is not just a soft skill; it is a core tool for communication, collaboration, and problem-solving.

The teaching of Computing will actively develop pupils' oracy skills to ensure they can:

1. **Articulate Computational Concepts:** Clearly and confidently explain their understanding of abstract concepts (e.g., how an algorithm works, the purpose of a variable, the components of a network).
2. **Collaborate Effectively:** Work constructively in groups or pairs, using verbal communication to share ideas, negotiate decisions, assign roles, and provide constructive feedback.
3. **Problem-Solve through Dialogue:** Use 'talk-as-a-tool' strategies (such as 'Think Aloud' and explanation) to debug code, test systems, and justify design choices.
4. **Develop Technical Vocabulary:** Master and use precise, subject-specific terminology correctly and confidently (e.g., sequence, selection, iteration, decomposition, hardware, software).
5. **Engage in Digital Citizenship Discussions:** Participate in thoughtful and respectful debates and discussions about online safety, digital rights and responsibilities, and the ethical use of technology.

Oracy Implementation Strategies
Teachers will embed oracy in Computing lessons through some suggest strategies, such as:

Strategy	Description
Think-Aloud Debugging	Pupils verbalise their thought processes while troubleshooting code. This turns internal monologue into a shared, teachable moment.
Pair Programming / Shared Screen	Pupils work in pairs, with one acting as the "Driver" (typing the code) and the other as the "Navigator" (guiding the strategy and reviewing the code).
Presentations and Demonstrations	Pupils regularly present their digital projects, research findings, or programmed games to the class or smaller groups.
Algorithmic Instruction	Pupils communicate instructions verbally for 'unplugged' activities. This requires clear, sequential, and unambiguous language.
Peer Review and Feedback	Structured activities where pupils give and receive critique on their projects or research, focusing on technical quality and presentation.

Role-Play Scenarios	Used primarily in E-Safety and Digital Citizenship units to allow pupils to practice communication skills in simulated online environments.

Oracy skills will be informally assessed during lessons. Teachers will monitor:

- **Clarity and Fluency:** The ability to speak clearly and logically about technical content.
- **Active Listening:** The ability to incorporate a partner's instructions or feedback.
- **Precision of Vocabulary:** The accurate use of Computing terminology.

Impact

The Computing subject leader will regularly monitor Computing through a range of approaches including lesson walkthrough, work scrutiny, pupil interview and assessment interrogation. Strengths within the subject will be shared with staff and areas for development used to inform training needs within the school.

Whole school data will be gathered three times a year as detailed in the Assessment and Monitoring schedule.

A deep dive will form part of measuring the impact which will monitor and follow the progression of 5 key pupil groups:
Children working below age related expectation
Children working at age related expectation
Children working at a greater depth
SEN pupils
EAL pupils.

An impact report and action plan will be written, regularly reviewed and shared with governors 3 times a year.

Written: November 2025
Review: