

ST MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

Computing

Learning for life, loving God

Ourselves and others.

Valuing all of His creation

Enable us to do our best.

Intent

In line with the 2014 National Curriculum for computing, our computing curriculum at St Margaret Clitherow Catholic Primary School is designed to prepare pupils not just for today's technologies, but for a future that is constantly evolving. We recognise that digital systems shape how we learn, communicate, create and solve problems, and our aim is to ensure every child leaves us as a confident, responsible and adaptable digital citizen.

Our curriculum builds a strong foundation in three key areas: computer science, information technology and digital literacy. They learn how digital systems work, from simple algorithms in Key Stage 1 to more complex programming and data handling in Key Stage 2, enabling them to become creators of technology rather than just consumers.

Equally important is how pupils use technology. We provide meaningful opportunities for children to apply their skills across the curriculum—communicating ideas, analysing data, and creating digital content with purpose. This ensures they understand the relevance of computing in real-world contexts and equips them with transferable skills for future learning and employment.

In an increasingly connected world, we place a strong emphasis on digital literacy and online safety. Pupils learn how to navigate digital spaces critically and responsibly, understanding issues such as privacy, misinformation and respectful communication. We empower them to make informed choices and to understand both the opportunities and risks of the digital world.

Our approach is inclusive and forward-thinking. We aim to inspire curiosity, resilience and creativity, ensuring all pupils—regardless of background—can see themselves as capable participants in a digital future. By the time they leave our school, pupils are equipped with the knowledge, skills and attitudes needed to thrive in an ever-changing world, ready to adapt, innovate and contribute positively to society.

At St Margaret Clitherow Primary School we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies. We prepare our pupils for the 21st century to be safe, responsible, competent, confident and creative participants in an increasingly digital world, not just as accomplished consumers of technology, but also as skilled, enthusiastic and imaginative creators of technology.

Teachers of the computing curriculum stay up to date with subject content by taking part in KCSP wide Computing hubs where latest developments are shared; completing online training courses offered via the NCCE (National Centre for Computing Education); and by the sharing of news and updates via Staff Meetings.

Implementation

Teaching of computing is delivered through a series of discrete Computing lessons, using resources from the Purple Mash computing scheme and Teach Computing curriculum resources, with additional planned opportunities to practise and embed skills learned, through cross-curricular subject links. Children have access to the Purple Mash website from home, so that they can embed their learning further, and access to curriculum-focused activities to extend their learning.

Our curriculum ensures that all year groups develop their understanding across the three key areas: computer science, information technology and digital literacy.

Computer Science:

In KS1 the children learn what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They are taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.

In KS2 the children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solve problems by decomposition of instructions into smaller parts. They use sequence, selection, and repetition in programs; use logical reasoning to explain how some simple algorithms work and debug to correct errors in algorithms and programs.

Information Technology:

The Early Years setting gives the children access to play imaginatively with every day technology in a role play environment. Children are keen to use iPads to photograph their achievements. Interactive whiteboards are used to enhance the learning, with children able to use the interactive whiteboard during show and tell to show peers photographs that their parents have uploaded to Tapestry for them to share.

In KS1 the children use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology in and beyond school.

In KS2 the children are taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They use search technologies effectively, learn to appreciate how results are selected and ranked, and to be discerning in evaluating digital content. The children are taught to select and use a variety of software to create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.

Digital Literacy:

Online safety is a golden thread at St Margaret's. It is revisited regularly through lessons, assemblies, and national events such as Safer Internet Day.

Our children in Early Years are introduced to online safety through their PSED learning as they explore the world around them, learning that checking with an adult is an important part of learning how to use technology safely.

Throughout Years 1 to 6, online safety learning is delivered through discrete computing lessons, during PSHE lessons and during a targeted week of online safety to tie in with the Safer Internet Day campaign promoted by the UK Safer Internet Centre. Online safety awareness and knowledge is extended to parents via a monthly newsletter provided via a school subscription to Knowsley Online Safety Services. Links with the local Community Police Officer provide our Year 6 pupils with further guidance with their online behaviours.

Children at St Margaret Clitherow Primary School are taught how to use technology safely, respectfully and responsibly; how to keep personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or using other online technologies, identifying a range of ways to report concerns about content and contact; recognise acceptable and unacceptable behaviour;

A service level agreement with EIS is currently in place to maintain and update both hardware and software. A technician visits the school once a fortnight to maintain and update as necessary. Computing equipment has been sited so that all key stages have access to iPads: Early Years has 10 iPads, KS1 has a set of 30 iPads, LKS2 has 30 iPads and UKS2 has 30 iPads. Teacher's are assigned an iPad to record and support the children's learning. UKS2 has a trolley of laptops.

Computing is embedded across subjects where children can apply digital skills in meaningful contexts, such as creating data charts in maths, digital storytelling in literacy, or designing presentations for topic work.

How does the curriculum overview allow all children to achieve?

Learning opportunities are provided for all children by matching the challenge of the task to their individual needs and abilities. Assigning classroom assistants to small groups of children and, where appropriate, one-to-one assistance enables all of our children to access the learning.

How is prior knowledge revisited?

The sequence of lessons from Year 1 through to Year 6 enable interlinking between units; this allows children the opportunities to revisit and demonstrate key knowledge and skills from previous units and apply them to new units. This will ensure that key skills and knowledge are revisited and embedded in the children's long-term memory.

How is assessment used effectively?

Assessment is to evaluate children's progress, knowledge and understanding. Teachers are able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, verbal feedback and formative and summative assessments inform next steps, amendments and provision to ensure children are supported and extended.

Formative assessment is used throughout the term to track progress on a particular unit of work and identify any gaps of knowledge. Children are asked to indicate how successful they feel their learning was as they submit their work. This enables teachers to adapt and meet the needs of each learner.

Verbal feedback is provided consistently through each unit of work to ensure progress is made.

Parent consultation meetings in November and March provide opportunities to discuss progress in the subject, and end of year reports inform parents of their child's attainment.

Summative assessment is recorded three times a year on FFT. FFT data is analysed by the Computing Subject Lead and this feeds in the Computing Subject Actions plans in order to ensure quality teaching and progressions throughout the school.

How is cultural capital developed through the curriculum?

Children have the skills and knowledge and understand how technologies are being applied in the workplace, and the wider world. During the year we invite parents and carers into school to share their career stories so that children can understand the opportunities open to them when working with technology.

Children are equipped with moral values when working online and understand how to keep their online identity secure and professional in the wider world.

Impact

After the implementation of the comprehensive and cross curricular computing curriculum at St Margaret Clitherow Catholic Primary School, the children will be digitally literate and equipped to use technology creatively to understand and take an active role as participants of an increasingly digital world, but more importantly – safely.

Children will demonstrate secure knowledge and understanding of computing concepts from their relevant starting points across all stages.

Children have a range of skills and knowledge that meet the requirements of the National Curriculum 2014.

Children are confident and competent, and can skilfully use their knowledge to navigate themselves around digital devices to support them in other areas of the curriculum.

Children are self-aware when using the internet and have the knowledge to conduct themselves in an appropriate manner – resulting in them being a responsible user of the internet and respecting moral values.

Children have an age-appropriate awareness of how to keep safe online.

Teachers are knowledgeable and skilled to deliver the computing curriculum.

Our computing curriculum ensures that children become digitally literate. That all children are able to use, express themselves and develop their ideas through, information and communication technology.

On departing for secondary school, children will have a diverse range of computing knowledge providing a stable basis ready for them to build upon.

We measure the impact of our curriculum through the following methods:

- A reflection against the planned success criteria for the lesson.
- On-going formative assessment monitors child performance and progress during learning.
- Summative assessment reviews of children's progress and abilities are undertaken at the end of each unit.

- Pupil discussion about their learning.
- Learning walks and lesson observations.
- Samples of work will be kept for groups of children.
- Summative data is recorded on the FFT pupil progress tracking system.
- Analysis of summative data to inform future planning and teaching.