LUSTON & SHOBDON
COMMUNITY PRIMARY FEDERATION

What Computing Looks Like in the Federation

Lead: Beccy Walker

Curriculum Intent

What a computing lesson looks like in our school:

- Computing is on the whole embedded within the curriculum. Some sessions are discrete and involve dedicated curriculum time. These typically involve understanding computers and networks and some elements of computer programming.
- Many of the core and foundation curriculum lessons involve an aspect of computing either as the main outcome or as the tool to enable a successful outcome for another subject.
- Computing skills are sometimes taught alongside other subject skills.
- Lessons involving computing are current, aim to enthuse the pupils and provide skills including problem solving which are adaptable across the wider curriculum.
- Independent use of devices within classes to support individual learning needs is a common occurrence.
- A focus of online safety every half term, and in response to the needs of the pupil and wider school community.

This is our philosophy:

- Children using creative skills to develop their learning and showcase their understanding.
- Children with problem solving skills including those for computer programming.
- Children with an understanding of how to stay safe online and use mobile technologies responsibly to engage in positive learning experiences using global resources.
- To provide children with transferable computing skills to enable them to tackle future developments in technology and handle change successfully.

Cultural Capital:

This can be defined as powerful knowledge that a child will draw upon to be successful in society, their career and the world of work. It helps them to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

• The Online Safety curriculum, including elements of privacy and security, online bullying, and online relationships.
• The knowledge of how and why children need to understand the elements of staying safe online.
• Knowledge of important discoveries and inventions in the field of computing and their importance on society.
• Understanding what opportunities are available to children outside of school which they enjoy and participate in to allow children to become life-long learners.
• Extra-curricular clubs related to computing and online safety.
• The celebration of computing related days e.g. Safer Internet Day

This is the knowledge and understanding gained at each stage:

By the end of EYFS, including Luston Nursery, pupils will:

- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

By the end of Key Stage 1 pupils will:

- Understand what algorithms are, how that 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

By the end of Key Stage 2 pupils will:

- 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 (included internet services) on a range of digital deceives 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, recognised acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.

Curriculum Implementation

This is what we do:

- The information technology strand of the curriculum is embedded across the curriculum.
- Discrete lessons cover the computer science aspect of the computing curriculum.
- Lessons are planned using Teach Computing skills document as a guide for each year group.
- By the time the children leave Year 6, they are confident users of IT with transferable skills ready to use computing as a tool to support learning experiences across the curriculum.
- Each half term a PSHE/computing lesson is dedicated to developing online safety awareness and to address the digital literacy element of the computing curriculum.
- Support from Wigmore High School for staff and also used as CPD.

This is what adults do:

- Plan inspiring, progressive lessons which work on developing or acquiring skills across the computing curriculum.
- Create a positive learning environment where children feel comfortable discussing and sharing their own and others work and suggesting positive feedback and ways to improve.
- Regular monitoring of progress, listening to pupil feedback and planning audits.
- Raising the profile of computing within the school using computing skills across the curriculum and running extra-curricular coding/computing clubs.

This is how we support:

- Work might be differentiated so that all children are able to meet the learning objective in activities suitable to their own individual needs.
- Offering a range of equipment and resources so that all children can make progress during a lesson e.g. computing crash courses.
- Small group/1:1 adult support given where required.
- Use of teacher and self-assessment to quickly identify any child who requires additional support

developing specific skills. These pupils will then receive additional support or resources to use in order for them to successfully meet the learning objective.
- Teach Computing computing crash courses can be used to reteach any content children may need additional support with.

This is how we challenge:
- Lessons will be differentiated with additional challenge or expectations.
- Additional activities to stretch the learning within the lesson and further develop certain skills or techniques.

This is how ensure all children can access the curriculum:
- Children who have SEN or EAL needs are introduced to specific subject relevant language prior to the lesson.
- Seating children alongside good role models to support one another or working in groups to enable children to discuss their processes and programming.
- By providing equipment and resources relevant to each individual child, e.g. crash courses, relevant vocabulary necessary understanding the process, support from an adult etc.

Curriculum Impact

This is what you might typically see:

- A selection of apps are being used and/or selected by the pupils to investigate subjects, record their learning and demonstrate their knowledge and understanding of a topic.
- Children posing questions for research.
- Children problem solving and being enthusiastic learners.
- Children exploring the capabilities of different apps and software for an intended purpose.
- Use of iPads, laptops, video recording equipment, BeeBot, green screen technology, virtual reality technology and augmented reality technology.
- Children exploring different sources of information using QR codes or creating their own to showcase their work.
- Digital Leaders sharing their skills with classes, teachers and pupils or attending events in Herefordshire to pass on their knowledge and enthusiasm for computing.
- Twitter, Seesaw and the Federation website are being used to highlight the learning taking place in computing.
- Seesaw being used as a learning platform and an assessment tool.

This is how we know how well our pupils are doing:

- Lessons are planned based on computing skills which are specific for each year group.
- Feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work within classes and around school.
- Use of Seesaw to monitor children's work.

This is the impact of the teaching:

- Children who are passionate by the use of information technology.
- Inquisitive learners.
- Reflective learners.
- Problem solvers.
- Children who are able to challenge themselves.
- Children willing to demonstrate their skills and understanding of computing.
- Children who are prepared to share what they have learnt in a variety of ways.

- Children who are able to advocate safe use of online technologies to promote inclusion, diversity and a quest for knowledge whilst being aware of how to keep safe and report concerns both at home and at school.

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