

Subject: Computing	
Early Years:	
What does teaching and learning look like:	
• Computing is delivered through play-based exploration and links to the Understanding the World area of the Early Years Foundation Stage framework. • Children develop early computational thinking through sorting, sequencing, and pattern activities. • Pupils explore technology through interactive whiteboards, tablets, programmable toys (e.g. codepillar) and simple software. • Activities include taking photos, recording voices, drawing digitally and following simple instructions • Adults model safe and purposeful use of technology	
How do we share what we are learning and what success looks like with children:	
• Learning intentions are shared verbally and through visual prompts and modelling • Adults demonstrate tasks step-by-step and encourage children to talk about what they are doing • Success is celebrated through discussion, praise and sharing work with peers	
How do we record our learning:	
• Observations recorded by EYFS staff on iPads and shared on Reach More Parents • Photographs, videos and examples of digital work	
How do we assess our learning:	
• Ongoing formative assessment through observation and questioning • Evidence linked to EYFS statements • Teacher judgement based on children's ability to use given technology purposefully and follow simple instructions	
How do we enhance our learning:	
• Use of programmable toys and tablets within continuous provision, such as a codepillar • Technology used in role play areas • Cross-curricular opportunities such as photographing models, recording stories or exploring cause and effect apps	
Key Stage 1:	
What does teaching and learning look like:	
Lessons follow the National Curriculum strands: • Computer Science • Information Technology • Digital Literacy • Pupils begin programming using simple block-based software such as ScratchJr • Children learn to create digital content including images, text and simple presentations • Pupils develop an understanding of algorithms and debugging through practical tasks • E-safety is taught regularly using resources from PurpleMash and Childnet	
How do we share what we are learning and what success looks like with children:	
• Learning objectives and success criteria shared at the start of lessons • Teacher modelling on the whiteboard and on their iPad • Worked examples and step-by-step instructions • Pupils encouraged to evaluate their work and explain their thinking	
How do we record our learning:	
• Work saved digitally on PurpleMash, iPads and on learning platforms such as Showbie	

• Screenshots • Photos of unplugged computing activities, saved on iPad/shared on Reach More Parents
How do we assess our learning:
• Ongoing teacher assessment through questioning and observation • End-of-unit tasks or projects
How do we enhance our learning:
• Use of programmable devices such as Bee-Bots and codepillars • Cross-curricular links (e.g. creating digital posters in English or data handling in Maths) • Participation in events such as Safer Internet Day
Key Stage 2:
What does teaching and learning look like:
• Pupils develop deeper understanding of programming, data handling, and computer systems • Coding using platforms such as PurpleMash • Pupils create increasingly complex digital content including presentations, animations and videos • Children learn about networks, the internet, and how search engines work • Digital literacy focuses on online safety, reliability of information and responsible digital citizenship
How do we share what we are learning and what success looks like with children:
• Clear learning objectives and success criteria • Examples of high-quality digital work shared • Peer discussion and evaluation of programs and digital projects
How do we record our learning:
• Digital work stored in shared folders on PurpleMash and on iPads • Screenshots and reflections can be saved on iPads • Photographs of unplugged tasks or collaborative activities
How do we assess our learning:
• Formative assessment through questioning, observation and debugging discussions • End-of-unit projects demonstrating understanding of key concepts
How do we enhance our learning:
• Cross-curricular use of computing (data in maths, research in history/geography) • Opportunities for pupils to create digital media (videos, podcasts) • Use of additional resources from PurpleMash
How do we support teacher subject knowledge, skills and professional development:
• The computing subject leader provides curriculum support • Teachers have access to planning resources, progression documents and exemplification materials • Staff share good practice and receive support with new technologies and software • Online safety training is supported by resources from UK Safer Internet Centre