

Policy Statement

At Selby Abbey Primary school we believe that the Computing education we provide prepares our pupils to live life to the fullest in an ever changing British society in which the way we learn and interact with each other is being increasingly transformed by access to varied and developing technologies. The curriculum is designed to recognise pupils's prior learning, provide first hand learning experiences, allow the pupils to develop interpersonal skills, build resilience and become creative, critical thinkers.. We intend to provide a computing education that enables pupils to be safe, confident, creative and independent learners. We recognise that ICT resources are an important tool in the process of teaching and learning across the curriculum and opportunities to enhance learning using ICT in all subject areas are carefully considered by both teachers and Subject Leaders in order to provide meaningful experiences for pupils. Selby Abbey Pupils use technology to find, explore, analyse, exchange and present information responsibly, creatively and critically.

Our vision is for all members of our school community to engage with technology and have the skills and resilience to embrace it's possibilities both now, and in the future.

Aims

Our Computing curriculum aims to:

- **Develop Computational Thinking:** Encourage pupils to think logically and solve problems using technology. This includes developing an understanding of algorithms, patterns, and programming concepts.
- **Enhance Digital Literacy:** Ensure pupils are confident and competent in using digital tools and devices for a range of purposes, both in and outside of the classroom. This encompasses word processing, online research, creating digital content, and basic coding.
- **Promote Safe and Responsible Use of Technology:** Teach students how to use technology responsibly, including understanding the importance of online safety, privacy, and respecting digital etiquette.
- **Foster Creativity and Innovation:** Provide opportunities for pupils to create digital content, such as multimedia projects, games, and animations, using various software and tools. Encourage them to explore their creativity through technology.
- **Build Awareness of the Impact of Technology:** Help pupils recognise the impact of technology on society, including both its positive and negative effects, and develop an understanding of the ethical implications of its use.
- **Support Collaborative Learning:** Enable students to collaborate using digital tools, fostering communication, teamwork, and problem-solving skills through group projects and online platforms.
- **Equip with Skills for Future Learning:** Prepare pupils for future learning and opportunities by developing a solid foundation in digital skills, which can be built upon as they progress through education and into the workplace.
- **Ensure Inclusivity:** Ensure all pupils, regardless of their background or ability, have equal access to computing education and opportunities to develop their digital skills.

Implementation

Teachers will:

- Deliver engaging and well-structured lessons that cover a range of topics such as programming, data handling, digital literacy, and online safety. They must use appropriate pedagogical strategies to support diverse learners and make complex concepts accessible.
- Be responsible for assessing student progress through both formative and summative assessments (e.g. quizzes, projects, coding tasks) and provide feedback to help pupils improve and offer guidance for further learning.
- Ensure that pupils understand the importance of safe and responsible online behaviour.
- Identify pupils who need additional support, such as those with special educational needs or those who are struggling with computing concepts, and provide appropriate interventions.
- Ensure the necessary resources (computers, software, etc.) are available and maintained, and that students are using them appropriately.

Curriculum structure

Teachers follow the Teach Computing scheme of work. The Teach Computing scheme of work, developed by the National Centre for Computing Education (NCCE), provides a structured curriculum for teaching computing in primary and secondary schools in England. It follows the National Curriculum for Computing and is designed to ensure progression in knowledge and skills from Key Stage 1 through to Key Stage 2 and beyond.

The scheme covers **three main strands** of computing, ensuring a balance between theoretical and practical knowledge:

1. **Computer Science** – Understanding algorithms, programming, data structures, and computational thinking.
2. **Information Technology** – Using digital tools, data representation, and software applications.
3. **Digital Literacy** – Staying safe online, understanding digital communication, and ethical issues in computing.

Each year is divided into **six units**, focusing on different aspects of computing. Here's an example of how they are structured:

Key Stage 1 (Years 1 & 2)

- Computing systems and networks (e.g., technology around us, IT in our world)
- Programming (e.g., algorithms, coding using Bee-Bots or ScratchJr)
- Data and information (e.g., pictograms, grouping data)
- Creating media (e.g., digital painting, making music)
- Online safety (integrated throughout)

Key Stage 2 (Years 3–6)

- More advanced programming (Scratch, block-based coding)
- Data handling (spreadsheets, databases)
- Networks and the internet (how data is transferred)
- Digital media (creating animations, presentations)
- Cybersecurity and responsible use of technology

Desired Outcomes

Children will:

- Develop the ability to think logically and break down problems into smaller, manageable parts. They will understand how to apply algorithms to solve problems and learn how to use programming languages to create simple programmes.
- Become confident and responsible users of technology. They will develop an understanding of how to use digital tools safely, responsibly, and effectively for communication, creativity, and learning across subjects.
- Learn how to use a range of digital devices and software to gather, organise, and present information. They will be able to select and use appropriate technology for different tasks, developing an understanding of how digital technology can support learning in all subjects.
- Understand the importance of keeping safe online. They will be taught about privacy, security, and the risks associated with digital technologies, as well as how to behave respectfully when communicating online.
- Develop their creativity through the use of technology, designing and creating content such as animations, websites, and interactive projects. They will be encouraged to explore and innovate with digital tools to express themselves.
- Gain an understanding of how digital systems work, including the hardware and software that power devices. They will develop a basic understanding of networks and how devices are connected.
- Learn how to use technology to collaborate with others, whether through shared documents, online communication, or by working together on a project. They will understand the importance of respectful and effective communication in a digital environment.

SEND and inclusion

At Selby Abbey Primary school we ensure our Computing lessons are inclusive and provide support and challenge for all by using:

Differentiation in Teaching

- Breaking down complex programming tasks into smaller, more manageable steps.
- Using visual programming (e.g., Scratch) before transitioning to text-based coding.
- Providing scaffolded learning with structured templates.

Accessible Resources & Curriculum

- Ensuring resources follow accessibility guidelines (e.g., dyslexia-friendly fonts, colour contrast).
- Using unplugged activities to teach computing concepts without requiring screen time.

Inclusive Pedagogy

- Encouraging collaborative work where students of all abilities contribute.
- Allowing flexibility in how students demonstrate understanding (verbal, visual, coding, or written explanations).

Assessment

Formative assessment is a key part of the assessment of Computing. We assess pupils's knowledge and skills in computing through observing their work, open ended questioning and evaluating final pieces of work against the assessment criteria for their year group. All computing assessments are recorded using the online tracker Insight enabling progress to be measured reflected upon regularly.

Monitoring and Evaluation

The teaching and learning in Computing will be monitored through pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations in line with the school improvement plan.

Through monitoring and evaluation the subject leader will:

- Support colleagues in teaching the subject content.
- Renew, update and oversee the audit of resources needed to deliver the curriculum with the support of the school's ICT technician.
- Monitor and evaluate the quality of teaching and learning in Computing.
- Develop assessment and record keeping ensuring the curriculum is focused with a clear progression of knowledge and skills.
- Keep up to date with developments in the teaching and learning of the subject.

Agreed by staff: Summer 2026

Beverley Smith

Agreed by governors: Summer 2026

John Weetman

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