



D'EYNCOURT

PRIMARY SCHOOL



COMPUTING on a page

At D'Eyncourt, we work hard to provide a high-quality computing education that equips pupils to understand and change the world through logical thinking and creativity, including by making links with mathematics, science, and design and technology. We also promote a strong online safety message and enable children to stay safe when using technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of media. It also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

Intent: We aim to...



Equip children with the knowledge and skills to use a range of digital technologies safely and responsibly. By encouraging independence and supporting informed decision-making, pupils develop confidence in navigating online environments and take genuine enjoyment from using technology creatively, purposefully, and securely.



Establish a consistent and cohesive approach to computing across all year groups. Through carefully sequenced planning, we ensure that knowledge and skills build progressively over time, enabling every learner to make steady, meaningful progress in all strands of the computing curriculum.

Embed computing meaningfully within wider curriculum areas, making technology a powerful tool for enhancing learning. By integrating digital tools into subjects such as English, maths, science, and the creative arts, pupils experience richer learning opportunities, improved engagement, and a deeper understanding of how technology can support and extend their thinking.

Use technology inclusively, providing tools and adaptations that remove barriers and enable all learners to participate fully. By offering assistive technologies, personalised resources, and accessible digital platforms, we ensure that pupils with a wide range of needs including SEN and disabilities can access, engage with, and succeed in all areas of learning.



Deliver a computing curriculum that is inspiring, up-to-date, and reflective of the digital world children live in. Lessons are designed to be stimulating and appropriately challenging, encouraging curiosity, problem-solving, and creativity, while ensuring all learners gain essential skills for the future.



Implementation: How do we implement our aims?



Teaching - 'Quality First Teaching'

All teachers at D'Eyncourt have high expectations of all children. High quality, inclusive teaching is provided for every child. Learning is personalised to the individual needs of the children and aims to narrow the attainment gap. Computing teaching provides opportunities for group work, paired work, whole class teaching or individual teaching. As children progress throughout the school, they are given many opportunities to develop their Computing understanding independently and to apply the skills they have learnt and practised in previous years. Wherever possible, Computing is made meaningful by being planned for a specific purpose - usually linked to their foundation subjects topic or genre or in response to a particular experience.

The school believes that Computing:

- Gives pupils immediate access to a rich and vibrant source of materials and resources.
- Can present information in ways that are accessible to pupils and encourage their use.
- Has the potential to motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Computing at our school is delivered through a well-planned, progressive curriculum that ensures pupils develop secure knowledge and skills in computer science, digital literacy and information technology. Units are sequenced to build on prior learning, enabling children to revisit, apply and deepen key concepts as they move through the school.

Teachers follow a clear progression of skills that supports consistency across year groups and ensures all strands of the curriculum programming, multimedia, data handling, online safety and understanding technology are taught in a balanced and comprehensive way. Learning is carefully modelled, with explicit teaching of vocabulary, key processes and computational thinking strategies such as sequencing, debugging and logical reasoning.

Lessons are practical, engaging and increasingly challenging, giving pupils regular opportunities to experiment, problem-solve and create digital content with purpose. A wide range of tools and devices are used including laptops, tablets, coding platforms, programmable toys and multimedia software so pupils become confident, adaptable users of technology in different contexts.

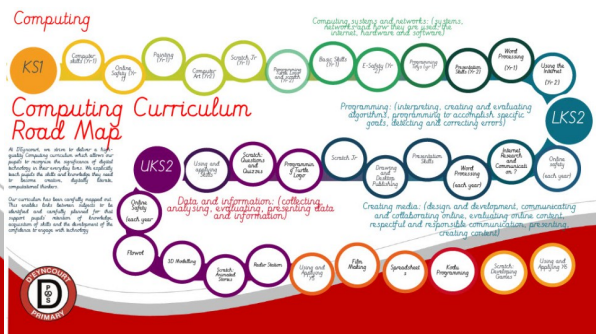
Computing is embedded across the wider curriculum, enhancing learning in subjects such as maths, English, science, art and geography. This cross-curricular approach helps pupils understand real-life applications and supports meaningful, memorable learning experiences.

Online safety is taught explicitly and revisited throughout the year to ensure pupils understand how to behave responsibly and respectfully online. Children learn how to keep personal information safe, make sensible choices and seek help when needed. Our implementation is firmly rooted in inclusion. Assistive technologies, adapted resources and scaffolded learning ensure children with SEND or additional needs can access computing confidently and successfully. Staff receive training to ensure they deliver the curriculum effectively and stay up to date with new technologies and best practice.

Regular assessment, including observation, questioning and work outcomes, helps teachers identify progress and next steps. As a result, pupils develop into confident, safe and independent digital learners who are well prepared for the next stage of their education.

Planning:

At D'Eyncourt we use the Plan-it scheme of work to deliver the aims of the curriculum. Modules within the curriculum are designed to enable pupils to achieve the objectives of the policy. The computing leader has customised and edited the plans as necessary, in consultation with staff, to ensure that the curriculum meets the needs of the pupils within our school. All modules within the curriculum are designed and planned in line with the national curriculum and will allow for clear progression through the primary phase and into secondary school. Our detailed medium term plans ensure that all teachers are equipped with the secure subject knowledge required to deliver high-quality teaching and learning opportunities for all areas of the Computing National Curriculum. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of computing, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression of skills to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly; it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding. Formative assessments are completed to show different children's achievements and where challenge or support is required in future lessons.





Implementation: Continued...

EYFS - The foundation stage (Ages 3-5)

In EYFS, computing is taught through broad, play-based experiences both indoors and outdoors. Technology is embedded in real and meaningful contexts. Children develop confidence and control as they explore tools such as programmable toys, interactive whiteboards, and recording devices, often through role play and hands-on activities. These experiences support early communication skills. By using interactive and familiar technologies in a natural, engaging way, children begin to see digital tools as part of their everyday world.

Key Stages 1 and 2

By the end of KS1, pupils will be able to:

- Understand that algorithms are sets of clear instructions and know they can be turned into programs.
- Create, test and fix simple programs.
- Use logical reasoning to predict what simple programs will do.
- Use technology to create, organise, store and edit digital content.
- Recognise common uses of technology outside school.
- Use technology safely and respectfully, keeping personal information private and knowing where to get help if something worries them online.



By the end of KS2, pupils will be able to:

- Design, write and debug programs to achieve specific goals, breaking problems into smaller steps.
- Use sequence, selection, repetition, variables and different inputs/outputs in programs.
- Use logical reasoning to explain algorithms and identify and fix errors.
- Understand how computer networks and the internet work, including services like the web, and how they support communication and collaboration.
- Use search tools effectively and evaluate the reliability of online information.
- Choose and combine software and devices to create programs, systems and digital content, including collecting and presenting data.
- Use technology safely, respectfully and responsibly, recognising acceptable behaviour and knowing how to report concerns.

Assessment and recording

Assessment of children's progress takes many forms, including observation, class discussion sessions, children's general behaviour and examining children's work.



Through activities for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements. Pupils are regularly assessed in line with the schemes of work and medium term plans that are set for teaching staff. Assessment will be undertaken throughout the completion of the unit and not in the form of end of unit tests. It is the class teacher's responsibility to ensure that the students are regularly assessed in line with the scheme of work and the end of key stage grade descriptors.

Online Safety

Online safety is an important part of the national curriculum and we acknowledged the need to ensure that all pupils are responsible and safe users of the internet and other communications technologies. As a result, all staff (teaching and non-teaching) within the school have all undertaken a basic online safety course and have passed a competency test at the end awarding them a certificate of completion as part of the Safeguarding in Schools online course.

Although internet access within the school is strictly monitored and access is provided through a filtered connection, we have recognised the importance of teaching our pupils how to stay safe online and their responsibilities when using computers and other communications technologies. As part of our commitment to educating our pupils about staying safe online the school has identified how online safety is incorporated into the curriculum and we also liaise with outside organisations (such as local police) to deliver focussed lessons. We have also provided training for Y5/6 pupils to become 'Digital Ambassadors' to help guide other students in how to stay safe online by creating displays, making helpful videos, doing assemblies, holding worry sessions etc.

There is also a dedicated online safety policy that has been written to ensure the safety of pupils and staff within the school.

Resources and access

The school has recognised the need to invest in a robust computing system that is regularly maintained and updated to ensure the progress towards a system that complements the teaching and learning that takes place within the school. Teachers and staff are required to inform the Computing technicians, through the use of the helpdesk email reporting system, any faults which they come across as soon as reasonably possible.

Laptops/iPads in cabinets have a numbered sticker attached to them to help the Computing support staff identify any pieces of hardware that have been shown not to be functioning correctly.

The school is provided with 2 x days of Computing support from staff within the CLPT (Community Learning Partnership Trust).

Computing infrastructure and equipment in the school has been placed so that:

- Every classroom has an interactive whiteboard connected to a standalone computer with sound facilities and internet access
- Every class has access to a bank of 30 iPads and a bank of 30 laptops on a timetabled rota. The entire school building has Wi-Fi access
- Each member of teaching staff has their own laptop for planning and assessment purposes
- Each year group has a laptop for the use of support staff

Health and Safety

The school has acknowledged the potential hazards to all who use computing resources and has taken reasonable measures to ensure that all electrical appliances are tested accordingly. Staff are advised not to bring their own appliances into school but if this is unavoidable the school will provide identified days when these items can be PAT tested to ensure that they are safe for use with pupils. This also applies to those visiting the school for purposes such as workshops, presentations and other activities where they use their own equipment. All staff should visually inspect items before use and remove and equipment that is visually damaged from use. Damaged equipment should then be reported to the Computing technicians who can arrange for either the items repair or its safe disposal.



Impact: We know we've achieved our aims by...

Through well-sequenced teaching, pupils make strong progress in computer science, digital literacy and information technology.



Children enjoy computing lessons. Work is of a high-quality and well-presented in a range of ways.



Children behave responsibly online, showing respect for themselves and others while understanding how to stay safe in digital environments.



Technology is used inclusively to support all learners, increasing access and engagement especially for those with additional needs.

Pupils use technology creatively and purposefully, producing high-quality digital content to support and enhance their learning.



Children develop strong computational thinking skills, enabling them to solve problems and take on digital challenges with resilience.



Learners gain a clear understanding of how technology works and how it is used in the wider world, preparing them for a digital future.



Computing at our school equips pupils with the knowledge, skills and confidence they need to thrive in an increasingly digital world. Through a carefully sequenced and engaging curriculum, children become safe, independent and creative users of technology who embrace our BEST values in every aspect of their learning. Pupils be kind and caring by using technology responsibly, understanding how their actions online can affect others, and supporting their peers in collaborative digital tasks. They learn the importance of respectful communication and develop positive digital citizenship.

Children excel in learning as they build strong foundations in computer science, digital literacy and information technology. They develop the ability to write, debug and evaluate programs, use technology purposefully across the curriculum, and apply logical reasoning to solve problems. Their growing confidence enables them to use a wide range of digital tools with increasing independence and creativity.

Through exploring how technology connects people and shapes the modern world, pupils learn to show respect for digital content, the work of others and the online community. They develop a strong awareness of how to stay safe, protect personal information and make responsible choices in digital environments. Computing also encourages pupils to take on challenges, fostering resilience, curiosity and problem-solving. Whether they are programming, troubleshooting, or creating multimedia content, pupils learn to break tasks into manageable steps, persevere through difficulties and think critically about solutions.

As a result of our high-quality, inclusive teaching and well-planned progression, pupils leave primary school with secure knowledge and confidence in computing. They are prepared not only for the next stage of their education but for life in an ever-changing technological landscapes living out our BEST values both online and offline.