Computing Curriculum

Vision: Computing at Windsor Community Primary School aims to equip all pupils with the knowledge, skills and confidence to participate fully in an increasingly digital world. The curriculum is designed to promote creativity, problem-solving and computational thinking, empowering pupils to conceptualise, understand and use technology safely and effectively. This vision aligns with the wider school aim of promoting a love of learning, confidence, responsibility and respect for others within a diverse inner-city community.

INTENT		IMPLEMENTATION		IMPACT	
 **Alignment to National Curriculum**	The computing curriculum is firmly aligned to the **National Curriculum for Key Stages 1 and 2** and is based on the **National Centre for Computing Education (NCCE)** framework. It ensures full coverage of the three strands of Computing: **Computer Science, Information Technology and Digital Literacy**, while also incorporating Early Years Foundation Stage provision. Key knowledge, skills and understanding are clearly mapped and progressively sequenced across the school.	 **Pedagogical Approaches**	Computing is taught in **continuous blocks**, allowing pupils time to embed learning, revisit key concepts and address misconceptions. Lessons include both unplugged and digital activities and make meaningful links with other subjects where appropriate. A range of high-quality resources supports learning, including Bee-Bots, LEGO Education, Micro:Bits, iPads and laptops.	 **Approach to Assessment**	Assessment is formative and ongoing. Class teachers assess pupil progress at the end of each lesson, using this information to identify gaps and inform subsequent teaching. Assessment focuses on pupils' understanding of key knowledge, application of skills and correct use of computing vocabulary.

 **Sequencing and end points**	The curriculum is carefully sequenced from Nursery through to Year 6. Key concepts are revisited and built upon each year, ensuring progression and depth of understanding. End points are clearly defined through age-related expectations in each computing strand, preparing pupils for the KS3 computing curriculum.	 **Teacher's Expert Knowledge**	Teachers are supported through detailed planning that includes prior and future learning, clear learning goals, key vocabulary and suggested resources. The Computing Lead monitors delivery and ensures access to appropriate CPD so staff feel confident and knowledgeable when teaching computing	 **Performance Data**	Teachers are supported through detailed planning that includes prior and future learning, clear learning goals, key vocabulary and suggested resources. The Computing Lead monitors delivery and ensures access to appropriate CPD so staff feel confident and knowledgeable when teaching computing

 **Communication Aims**	Communication is a key driver across the Windsor curriculum. In computing, pupils are encouraged to explain algorithms, articulate processes, justify decisions and use technical vocabulary accurately, supporting the school's strong oracy focus	 **Promoting Discussion and Understanding**	Discussion is embedded through partner talk, debugging activities, evaluation of digital content and collaborative problem-solving tasks. Pupils are encouraged to reflect on what worked, what didn't and why, deepening understanding and metacognition.	 **Pupil's Work**	Pupil outcomes include digital writing, animations, coding projects, data handling and multimedia work. Work demonstrates increasing independence, creativity and technical accuracy as pupils move through the school
 **Addressing Social Disadvantage**	The curriculum provides **equal access to technology** for all pupils, recognising that some may have limited opportunities outside school. Computing lessons ensure all children can develop essential digital skills regardless of background, supporting social equity and inclusion.	 **Knowing More and Remembering More**	Key knowledge and vocabulary are explicitly taught and revisited. Concepts are reinforced through sequenced learning, repetition across year groups and application in different contexts, enabling pupils to retain and build on prior learning	 **Monitoring and Evaluation**	The Computing Lead monitors planning, teaching, assessment and pupil outcomes. Feedback from staff and pupils is gathered to evaluate effectiveness and inform future development. Senior leaders are regularly updated on curriculum strengths and areas for improvement
 **Local Context**	Windsor Community Primary School serves a **diverse inner-city community in Liverpool**, with over 30 languages spoken. The computing curriculum reflects this context through its inclusive approach, emphasis on communication and focus on preparing pupils for life in modern Britain and the wider world.	 **Teacher Assessment**	Teachers assess pupils' understanding continually, focusing on progression through the curriculum's knowledge and skills. Assessment outcomes inform targeted support and next steps in learning within each block of teaching	 **Actions**	Ongoing actions include reviewing curriculum alignment with national developments, refining assessment practice, enhancing staff subject knowledge through CPD and continuing to invest in high-quality computing resources

 **Enrichment**	Computing is enriched through cross-curricular links, STEAM projects, online safety events and use of practical technologies such as robotics and coding equipment. These opportunities enhance engagement and allow pupils to apply computing skills in meaningful and memorable ways