



INTENT

- All staff to have a clear vision of Computing for Trewirgie Infant & Nursery School
- Computing to be inclusive and accessible to all
- For children to recognise that Computing and the use of technology plays a fundamental role in how we live our lives
- For our children to be equipped with the skills needed to thrive in our ever-changing world growing into competent, responsible future global citizens and creative users of technology.
- To have a clear curriculum and progression of skills with a clear, robust assessment system using Teach computing (Raspberry Pi) and photographic evidence
- To have a curriculum that has strong cross-curricular links with maths, literacy, science and creativity.
- For pupils to be equipped with the necessary skills to use digital devices safely through clear online safety teaching delivered using Natterhub.

Vision

At Trewirgie Infants' & Nursery School, our aim is to equip children for their future lives in an ever changing technological world. We ensure children are equipped with the skills they need to thrive in the current climate which has technology at its heart. Computing is taught to foster a passion and enthusiasm for a range of technologies through cross-curricular and progressive skills. The computing curriculum is ambitious, inclusive and coherently planned to ensure all pupils develop the knowledge, skills and understanding required to thrive in an increasingly digital world.

Curriculum overview

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing supports pupils to 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.

Our school uses the Raspberry Pi Foundation 'Teach Computing' curriculum, supported by Oak National Academy, to deliver a structured and progressive approach across all strands of computing. This ensures clear progression of knowledge and skills across EYFS and KS1, aligned with the National Curriculum.

The curriculum provides engaging, practical lessons which combine unplugged activities with hands-on computing experiences, supporting pupils to develop a deep understanding of key concepts.

In addition, we use Natterhub to deliver a comprehensive online safety curriculum, ensuring that pupils develop the knowledge and skills required to stay safe and act responsibly online.

Cross-curricular links are planned for to ensure pupils apply their computing skills in meaningful contexts across the wider curriculum.

IMPLEMENTATION

Across the school, children are encouraged to use hardware and software safely and with purpose. They use technology to create, debug and refine programs, handle data, record their work and express themselves creatively. Online safety underpins all aspects of computing and is taught explicitly and regularly through Natterhub.

Approaches to teaching

Lessons follow a clear, progressive sequence based on the Teach Computing curriculum, ensuring knowledge and skills are built over time. A retrieval-based approach is used to revisit key concepts and strengthen long-term understanding.

Teaching includes a balance of unplugged activities and practical computing, ensuring all pupils can access learning regardless of device availability. Teachers adapt lessons to meet the needs of their class, ensuring learning is inclusive and responsive.

Pupils are given regular opportunities to apply their computing knowledge across the curriculum, reinforcing skills in meaningful and engaging contexts.

It is important to mention that although 'Understanding the World- Technology' is no longer part of the Early Years curriculum that Julian Grenier (Creator of the new Develop Matters framework) states that it is because technology is woven into a child's everyday life and is understood as a way that children may record and develop their play and thinking, switching fluidly between first-hand and on-screen experiences.

Approaches to supporting disadvantaged and SEND pupils

Computing lessons are designed to be fully inclusive and accessible to all pupils, including those with SEND. Teaching is adapted through:

Pre-teaching key vocabulary

Breaking tasks into manageable steps

Use of visual supports and templates

Scaffolded programming approaches (e.g. PRIMM, structured tasks)

Adaptation of equipment where appropriate (e.g. iPads, touchscreens)

Use of unplugged activities to support understanding of abstract concepts

Teachers identify key learning and misconceptions and provide additional opportunities for repetition and practice to ensure all pupils can succeed.

Development of staff expertise

Ongoing CPD is provided to ensure all staff are confident in delivering the new Computing curriculum. This includes:

Training on the Teach Computing (Raspberry Pi) and Oak National Academy resources

Online safety CPD through Natterhub

Regular updates on emerging technologies and online safety risks

Ongoing support from the Computing lead

Staff feedback, lesson monitoring and pupil outcomes are used to identify further training needs.

IMPACT

By the end of Key Stage 1, pupils will have developed a secure and progressive understanding across the three strands of Computing: Computer Science, Information Technology and Digital Literacy. Pupils will have experienced a structured and coherent curriculum that builds knowledge and skills over time.

Pupils will:

Demonstrate secure knowledge and understanding of key computing concepts, including programming, data handling, digital content creation and understanding systems and networks

Be able to use technology purposefully and creatively, applying their skills across the wider curriculum

Show a clear understanding of online safety, including how to stay safe, protect personal information and behave responsibly in digital environments

Develop confidence, independence and resilience when using technology, including problem-solving and debugging

Be able to articulate their learning, using appropriate computing vocabulary

Measuring progress

Progress is measured through a range of approaches to ensure a clear picture of attainment and development across the school:

- Ongoing **teacher assessment** informed by lesson outcomes and pupil understanding
- Evidence of learning through **digital outcomes, photographs and recorded work**
- Monitoring of progression through the **Teach Computing curriculum framework**
- Use of **retrieval practices** to assess long-term knowledge retention
- Regular review by the Computing lead through **work scrutiny and planning checks**

This ensures that pupil progress reflects both **knowledge acquisition and the application of skills over time**.

Monitoring and Evaluation

The impact of the Computing curriculum is monitored through:

- **Lesson visits and learning walks** to ensure consistency and quality of teaching
- **Pupil voice** to assess engagement, understanding and confidence
- **Staff voice** to identify strengths and areas for development
- Review of **curriculum coverage and progression** across year groups
- Monitoring of **online safety teaching and understanding** through Natterhub

Findings from monitoring are used to inform future developments, CPD and curriculum refinement.

Successful engagement

Pupils demonstrate positive attitudes towards Computing and are actively engaged in their learning. Through a curriculum that is practical, relevant and progressive:

- Pupils show **enthusiasm and enjoyment** in computing lessons
- Pupils are able to **make links between computing and real-life contexts**
- Pupils demonstrate increasing **confidence when using technology independently**
- Pupil voice reflects that children feel **safe, supported and confident online**

Overall, the Computing curriculum ensures that all pupils leave Key Stage 1 as confident, capable and responsible users of technology, equipped with the foundational skills needed for the next stage of their education and life in a digital world.