



Scampton Church of England Primary School

POLICY FOR THE TEACHING AND LEARNING OF COMPUTING

Introduction

Computing impacts on all our lives daily and is a rapidly growing necessity to assist our everyday needs and lifestyles with seemingly unlimited applications – many of which are yet to be thought of. The need therefore for children to have a good foundation into key computing skills is therefore vital to support future careers.

Intent (How we have planned our Computing Curriculum)

From September 2025, our Computing Curriculum draws largely on the Teach Computing Scheme of Work developed by the National Centre for Computing Education. We have however we have made a number of decisions in ordering the units taught (shown in the curriculum map), the principles of which are listed below:

- Because our school has usually been made up of three classes, our Computing curriculum has been made to be flexible in order to accommodate a number of different permutations of mixed age classes. Our three classes in our curriculum map are defined as Phase 1, Phase 2 and Phase 3. Each phase may be made up of up to three year groups.
- Our Curriculum Map shows the order at which Teach Computing units are taught.
- We have split units of work into strands such as Online safety, Internet/Email, Spreadsheets, Coding/Computational Thinking, Databases/Graphing, Art/Design, Communication/Networks.
- Computing strands are taught sequentially so that learning can be built on prior learning. Where possible, themes are taught at the same time as all other classes. This means that staff can support one another in that area and the progression of learning is clear throughout the school to aid monitoring and strengthen links between year groups.
- Computing is taught as a discrete subject however where opportunities arise to link learning to other subjects/projects, this should be celebrated and encouraged.

Implementation (How we teach our Computing Curriculum)

When teaching Computing, teachers should take into account the following principles:

- The importance of computing to our everyday lives should have high profile.
- Learning should be fun so that it is memorable to pupils. Delivery and experiences should be exciting and of a high standard.
- Strands of the Computing curriculum will be taught at the same time throughout the whole school to aid monitoring and support between classes.
- Where possible, applications of computing (especially in industry) such as a visit to a different workplace should be taken. Lincoln is famed for engineering advances from the development of the tank to the turbine industry today as well as close links to the RAF. Lincoln University is the leading university in gaming design.
- Computing should be allocated time equivalent to a weekly lesson.
- Lessons should be knowledge and vocabulary rich.
- Pupils should be taught and made aware of the need to stay safe online.
- Pupils should be taught how to organise and save work in their own personal online storage area.



Reviewed April 2025

Impact (How we know that children are learning and making progress)

Evidence of learning can be captured in a number of ways including printouts, photographs and work saved online in pupils' own online storage areas. Children should be able to demonstrate and talk about their proficiency in each strand of learning.

Assessment is made through termly curriculum conversations.

Dated 28th April 2025