

Reviewed: May 2026
Next review: May 2028

1. Intent

At Burton Manor Primary School, Computing is an entitlement for all pupils. Our Computing curriculum is ambitious, inclusive and coherently sequenced, ensuring pupils develop the knowledge, skills and understanding required to participate safely, responsibly and creatively in an increasingly digital world.

Our curriculum is designed to:

- Equip pupils with secure foundational knowledge of computer science, including algorithms, programming, data and networks
- Develop transferable digital skills that enhance learning across the wider curriculum
- Teach pupils to be critical, informed and safe digital citizens
- Prepare pupils for future learning, employment and life in modern Britain

Online safety is prioritised as a core safeguarding responsibility, ensuring pupils understand risks and know how to seek help and support.

2. Curriculum design, sequencing and coherence

The Computing curriculum is carefully sequenced from Early Years through to Year 6 so that knowledge and skills are introduced explicitly, revisited regularly and built upon with increasing complexity over time. Key concepts such as algorithms, programming, data handling, digital creativity and online safety are planned progressively, enabling pupils to remember more, understand more and apply learning with confidence. Curriculum end points are clearly identified for Early Years, Key Stage 1 and Key Stage 2 to ensure pupils are well prepared for the next stage of education.

The curriculum is delivered through the Entrust scheme of work, providing consistency, progression and flexibility for teachers to adapt teaching to meet the needs of their pupils.

3. Early Years Foundation Stage (see also EYFS policy)

In the Early Years, Computing is embedded within play-based learning and continuous provision. Children develop early digital awareness, confidence and control through exploration of age-appropriate technologies, including programmable toys and digital devices. Learning focuses on language development, problem-solving and real-world contexts to underpin future computing learning.

4. Key Stage 1 Objectives

By the end of Key Stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
 - create and debug simple programs
 - use logical reasoning to predict the behaviour of simple programs
 - use technology purposefully to create, organise, store, manipulate and retrieve digital content
 - recognise common uses of information technology beyond school
 - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
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5. Key Stage 2 Objectives

By the end of Key Stage 2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
 - use sequence, selection, and repetition in programs; work with variables and various forms of input and output
 - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
 - understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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6. Teaching and learning

Teaching in Computing is designed to build on pupils' prior knowledge and experience. Lessons include:

- Clear modelling and explanation
- Guided practice and independent application
- Opportunities to reason, explain and evaluate outcomes
- Collaborative problem-solving

Teaching is adaptive and responsive, with misconceptions identified and addressed promptly. Pupils are supported to develop resilience, independence and curiosity when working with technology.

7. Assessment and impact

Assessment in Computing is primarily formative and purposeful. Teachers assess learning through observation, discussion, practical outcomes and low-stakes checks for understanding.

Assessment information is used to:

- Identify gaps or misconceptions
- Inform next steps in teaching
- Provide timely support or challenge

Teachers are attentive to the progress of disadvantaged pupils and use formative assessment to identify any emerging gaps in understanding. Responsive teaching, additional modelling and targeted support are used where needed to ensure disadvantaged pupils keep pace with the curriculum and secure key concepts.

Summative judgements are based on a range of evidence gathered over time.

8. Inclusion, SEND and disadvantaged pupils

All pupils have access to the same ambitious Computing curriculum, regardless of background, ability or circumstance.

Provision is adapted where necessary through:

- Scaffolded tasks
- Visual supports and adapted resources
- Assistive technology
- Additional adult support when appropriate

Disadvantaged pupils are supported to access the full Computing curriculum alongside their peers. Leaders recognise that some pupils may experience barriers such as limited access to technology or reduced digital experiences beyond school. Teaching is therefore planned to explicitly build knowledge, vocabulary and confidence, ensuring success does not rely on prior experience. High expectations are maintained so that disadvantaged pupils make strong progress and develop secure digital competence.

9. Online safety and safeguarding

Online safety is treated as a safeguarding priority. Pupils are taught how to:

- Stay safe online
- Manage risks
- Recognise inappropriate content or contact
- Report concerns

Online safety education is reinforced through the curriculum, assemblies and wider pastoral provision. The school maintains appropriate filtering and monitoring systems, and staff receive regular safeguarding and online safety training.

10. Leadership and governance

The Computing subject leader is responsible for:

- Curriculum quality, sequencing and progression
- Monitoring teaching and learning
- Supporting staff through guidance and training
- Keeping up to date with national guidance and developments

Governors provide strategic oversight and challenge through the link-governor role to ensure the Computing curriculum remains high quality, inclusive and effective.

11. Review

This policy is reviewed annually to reflect changes in national guidance, developments in technology and the changing needs of pupils and staff.