Computing	**High View Primary** **Curriculum Overview**	

Intent

Why do we teach what we teach?

At High View Primary School, our computing curriculum is designed to develop thinkers of the future through a modern, ambitious, and relevant education in technology. We aim to equip our children with the creativity, critical thinking, and problem-solving skills needed to become active, capable participants in the digital world.

We believe that technology should empower children to express themselves, enhance their learning, and act as a tool for innovation and progress. As technology continues to evolve, we want our pupils to confidently adapt and use it to drive their generation forward.

A key part of our curriculum is teaching pupils how to use technology safely, respectfully, and responsibly. We ensure they understand both the advantages and potential risks of the online world, and are equipped with the knowledge and strategies needed to keep themselves and others safe online.

Our computing curriculum balances the acquisition of broad and deep knowledge with meaningful opportunities to apply skills across a range of digital contexts. While computing is taught discretely, we also embed it across the wider curriculum, allowing pupils to make purposeful links and extend their learning in real and relevant ways.

The national curriculum for computing aims to ensure all pupils go through the three stands:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation (Computer science)
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems (Computer science)
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems (Information technology)
- are responsible, competent, confident and creative users of information and communication technology. (Digital literacy)

In the Early Years Foundation Stage (EYFS), following the statutory framework, Computing begins through Understanding the World. Children develop early digital literacy and problem-solving skills.

Implementation

How do we teach what we teach?

At High View Primary School, our computing curriculum is delivered through a carefully adapted scheme of work based on the 'Teach Computing' Curriculum, fully aligned with National Curriculum requirements. Designed by subject experts and informed by the latest pedagogical research, the scheme provides a clear progression framework that links computing concepts, knowledge, skills, and objectives into coherent learning sequences, ensuring meaningful and structured progression for all pupils. This structure ensures coherent and meaningful progression in pupils' learning.

The curriculum focuses on three core strands: computer science, information technology, and digital literacy, with a strong emphasis on equipping pupils with the knowledge and skills to succeed in a digital world. Pupils have weekly computing lessons of 30–45 minutes throughout the school, supported by regular use of Chromebooks. In addition, dedicated online safety lessons, reinforced through our annual Safer Internet Week, help pupils understand safe, responsible, and respectful technology use and foster positive online relationships. From Reception, children are provided with individual logins, promoting digital literacy within a safe and controlled environment while supporting safeguarding practices.
Additionally, online safety is embedded throughout our curriculum and closely linked to PSHE, ensuring pupils understand how to use technology safely, respectfully, and responsibly, both in and beyond school. This is strengthened by our annual Safer Internet Week (an extension from the National Safer Internet Day), which reinforces our termly and ongoing teaching of online safety and supports pupils in developing healthy online relationships and confident digital decision-making.

In EYFS, children explore digital devices such as tablets, interactive whiteboards, and programmable toys. Adults model safe and effective use of technology, scaffold problem-solving tasks, and provide guided opportunities for children to experiment, create, and explore digital content.

Impact

How do we know what pupils have learnt and how they have learnt it?

The computing curriculum at High View Primary School equips pupils with essential digital literacy skills that enable them to confidently access and engage with learning both in school and at home. Our learners develop not only the technical abilities but also a deeper understanding of why they are learning computing skills, fostering curiosity and critical thinking rather than focusing solely on how to use technology.

We encourage pupils to reflect on and discuss the role technology plays in their learning, personal development, and well-being, promoting awareness of the importance of maintaining a healthy balance with technology. By the end of Year 6, pupils leave High View equipped with a secure understanding of key computing concepts, including safe and responsible digital behaviour, computational thinking, coding and programming skills, effective use of digital tools for creativity and communication, and the ability to evaluate and use technology purposefully. This balanced and reflective approach ensures our children are confident, capable, and discerning users of technology, preparing them for the next stages of their education and supporting their lifelong digital wellbeing.

We regularly assess pupils' knowledge and skills through digital tools such as Google Classroom and through direct observation of learning. Progress is tracked by evaluating learning outcomes alongside records of curriculum coverage, ensuring pupils are consistently developing their computing capabilities.

Impact is also evident through pupils sharing, showcasing, and celebrating their work across year groups and within the wider school community, highlighting their achievements and building confidence. Ongoing monitoring and evaluation processes - including learning walks, planning scans, pupil voice, and reviews of pupils' work via google classroom - further demonstrate how computing skills are being developed and applied. Regular dialogue between staff and pupils strengthens understanding and supports the consistent embedding of computing skills and responsible digital behaviours, ensuring our learners become thoughtful, respectful, and effective users of technology.

In EYFS, children develop confidence using technology, early coding skills, and problem-solving strategies, preparing them for KS1 computing.