Barnacre Road Primary School

BARNACRE ROAD
PRIMARY SCHOOL

Computing Intent Statement

November 2025

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

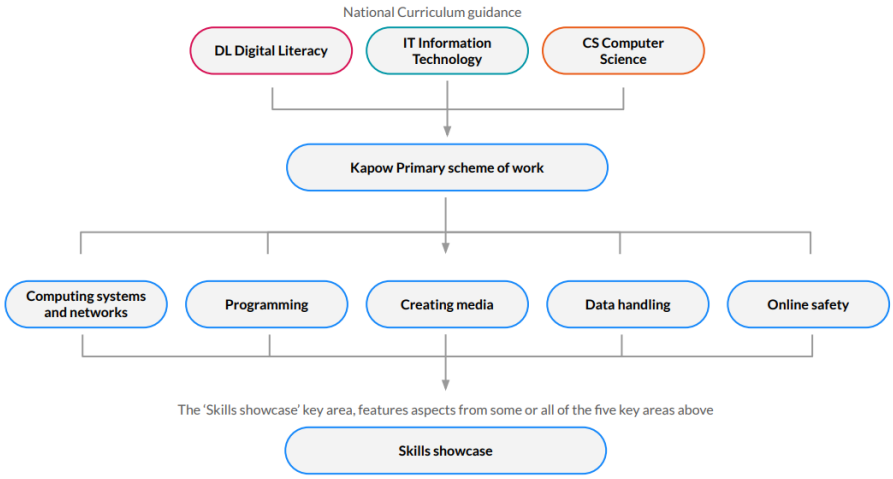
We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britian.

Computing at Barnacre Road: Our Intent

We aim to instil a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to create, manage, organise and collaborate. 'Tinkering' with software and programs forms a part of the ethos of the scheme as we want to develop pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible citizens with the skills to be safe and discerning consumers of digital content.

At Barnacre Road, we follow the Kapow scheme of work which enables pupils to meet the end of Key Stage Attainment targets outlined in the National Curriculum and the aims align with those in the National Curriculum. When used in conjunction with Kapow's RSE and PSHE scheme, our Computing scheme of work also satisfies all the objectives of the DFE's Education for a Connected world Framework. This guidance was created to help equip children for the life in the digital world, including developing their understanding of appropriate and safe online behaviour, copyright issues, being discerning of online information and healthy use of technology.



From the very beginning of our Computing curriculum in the EYFS, children begin to encounter these key concepts. They are revisited regularly to allow children to consolidate and develop their understanding. Our document, progression of Computing knowledge and skills (appendix 1) details this further. Although technology was removed from the EYFS 'Understanding The World' strand, we believe that it contributes a number of early learning goals. See appendix two for more details.

Our Computing Curriculum Content

	Autumn		Spring		Summer	
Reception		Computing systems and networks – Using a computer	Programming – All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2 - BeeBots	Data Handling – Introduction to data
Online safety						
Year 1	Computing systems and networks – Improving mouse skills	Programming 1 – Algorithms unplugged	Skills Showcase – Rocket to the moon	Programming 2 - BeeBots	Creating media – digital imagery	Data Handling – Introduction to data
Online Safety						
Year 2	Computing systems and networks – What is a computer	Programming 1 – Algorithms and debugging	Computing systems and networks 2: Word processing	Programming 2: Scratch Jr	Creating media – Stop motion	Data Handling – International space station

Online Safety						
Year 3	Computing systems and networks 1 - Networks	Programming - Scratch	Computing systems and networks 2 - Emailing	Computing systems and networks 3 – Journey inside a computer	Creating media – Video Trailers	Data Handling – Comparison Cards Databases
Online Safety						
Year 4	Computing systems and networks – Collaborative Learning	Programming – Further coding with Scratch	Creating media – website design	Skills show – HTML	Programming 2 – Computational thinking	Data Handling – Investigating weather
Online Safety						
Year 5	Computing systems and networks – Search engines	Programming 1 – music	Data handling – Mars Rover 1	Programming 2 – Micro:bit	Creating media – Stop motion animation	Skills showcase – Mars Rover 2
Online Safety						
Year 6	Computing systems and networks – Bletchley Park	Computing systems and networks – Exploring AI	Data handling 1 – Big data	Programming – intro to Python	Data handling 2 – Big data 2	Skills showcase – inventing a product
Online Safety						

In addition to the above, online safety will be taught for 1 lesson each half term using the Kapow scheme of work relevant to each year group.

Our progression document (appendix 1) details the precise knowledge taught in each unit of work.

Implementation

The Computing Curriculum is designed into 3 strands:

- Computer Science
- Information technology
- Digital literacy

The scheme is organised into five key areas, creating a cyclical route through which pupils can develop their computing knowledge and skills by revisiting and building upon previous learning.

- Computer systems and networks
- Programming
- Creating media
- Data handling
- Online safety

The implementation of the Computing curriculum ensures a broad and balanced coverage of the National curriculum requirements, and our 'Skills Showcase' units provide pupils with the opportunity to learn and apply transferable skills. Where meaningful, units have been created to link to other subjects such as science, art and music to enable the development of further transferable skills and genuine cross-curricular learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These are shared with parents via our school website.

From year one onwards, Computing is taught as a discrete subject discipline for approximately one hour per week. Teachers follow the progression guidance from the Kapow Scheme of work to plan what will be taught in what order.

Digital work is saved in students' digital folders or photographed and stored on children's SeeSaw profiles.

Children with Special Educational Needs and Disabilities

Our Computing curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the Computing curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

More Able Children

Teachers may identify children as more able in Computing, either through end of unit summative assessments or through questioning, discussion and formative assessments. We seek to plan for specific questioning opportunities which require higher order thinking skills. Children who are considered more able in Computing may:

• Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore situations.

• Communicate effectively using both the written and spoken word.

• Enjoy using diagrams and other visual methods to present information.

• Have a wide-ranging general knowledge about how the information they have learnt can be applied elsewhere.

Impact

The expected impact of our curriculum is that children will:

- Be critical thinkers and able to understand how to make informed and appropriate digital choices in the future.
- Understand the importance that computing will have going forward in both their educational and working life and in the social and personal futures.
- Understand how to balance time spent on technology and time spent away for it in a healthy and appropriate manner.
- Understand that technology helps to showcase their ideas and creativity. They will know that different types of software and hardware can help them achieve a broad variety of artistic and practical aims.
- Show a clear progression of technical skills across all area of the National curriculum – computer science, information technology and digital literacy.
- Be able to use technology both individually and as part of a collaborative team.
- Be aware of online safety issues and protocols and be able to deal with any problems in a responsible and appropriate manner.
- Have an awareness of developments in technology and have an idea of how current technologies work and relate to one another.
- Meet the end of key stage expectations outlined in the National curriculum for computing.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (recaps) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and

remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in Computing are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor Computing provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.