



## Computing – Intent, Implementation and Impact

### Intent

At Goathland Primary School, the intent of our computing curriculum is to ensure that all pupils gain the knowledge, skills and understanding necessary to become confident, competent and responsible users of technology. Our curriculum enables pupils to use computational thinking and creativity to understand, analyse and solve problems, preparing them effectively for participation in an increasingly digital world.

We intend for pupils to:

- Develop a secure understanding of computer science, including algorithms, programming and debugging.
- Apply information technology skills to create, manipulate and evaluate digital content.
- Become digitally literate, using technology safely, respectfully and responsibly.
- Build resilience, independence and logical thinking through problem-solving and experimentation.
- Understand the role and impact of technology in the wider world.

The curriculum is ambitious for all pupils, inclusive by design, and structured to ensure knowledge and skills are built progressively from EYFS to Year 6.

### Implementation

#### **Curriculum Design, Coverage and Coherence**

Computing is taught in line with the National Curriculum using the Purple Mash Scheme of Work. This provides a well-sequenced, spiral curriculum that ensures clear progression across the three strands of computing: Computer Science, Information Technology and Digital Literacy. Planning is adapted to meet the needs of mixed-age classes, ensuring coherence, continuity and high expectations.

#### **Curriculum Delivery**

**EYFS:**

- Children access technology through purposeful play and adult-guided activities.
- Learning focuses on early digital skills, creativity and understanding how technology is used safely.

**Key Stage 1 and Key Stage 2:**

- Weekly discrete computing lessons following a structured long-term plan.
- Progressive teaching of coding using 2Code.
- Creation of digital content such as animations, blogs, presentations and spreadsheets.
- Explicit teaching of online safety in every year group.
- Use of a range of hardware, including tablets, laptops and programmable devices.

#### **Teaching (Pedagogy)**

Teaching is practical, inclusive and enquiry-led. Teachers model key knowledge and skills, use scaffolding to support learning and promote independence. Pupils are encouraged to explore, test, debug and refine their work, developing problem-solving skills and resilience.

## **Assessment**

Assessment in computing is purposeful and supports progression.

- Formative assessment takes place through observation, questioning, discussion and review of digital work.
- Assessment information is used to identify misconceptions, adapt teaching and provide appropriate challenge.

The Balance Assessment Tool is used to track progress across:

- Computer Science
- Information Technology
- Digital Literacy

Balance supports consistent assessment, progression tracking and subject leadership monitoring. Assessment information is reviewed termly to evaluate curriculum impact.

## **Impact**

The impact of the computing curriculum is that pupils:

- Demonstrate secure and progressive computing knowledge and vocabulary.
- Use technology confidently, creatively and responsibly.
- Apply computational thinking to solve problems effectively.
- Understand how to stay safe online and behave responsibly.

By the end of Key Stage 2, pupils leave Goathland Primary School as digitally literate learners, well prepared for the next stage of education and for life in a digital society.