



Birdlip Primary School

'Helping each other prepare for a bigger world'

Computing Rationale

Adapted: January 2026

Review Date: September 2026

Why do we teach this? Why do we teach it in the way we do?

When planning and teaching computing at Birdlip, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferable skills explicitly within the Computing lesson and across other curriculum subjects.

Computing has been broken down into the following categories:

- **Understanding Technology** giving the children the opportunity to explore the internet, email and the future of technology
- **Digital literacy** which involves using word processing, spreadsheets and presentations
- **Coding** which develops the children's competence in coding including game production
- Promoting **E-Safety** - stressing the importance of connecting with others in a safe and respectful manner, ensuring the need to act within the law and with moral and ethical integrity.

Pupils at Birdlip show **resilience** in computing by approaching problems with an open mind and not giving up when tasks are tricky - for example when debugging programs. They show **respect** in computing by using technology in a respectful manner and ensuring communication with peers on Google Classroom or on other platforms is done with respect for peers. They show **kindness** towards each other during computing by being good, patient partners - for example when approaching problems in groups or coding together.

The school uses Google Classroom with its increased functionality as an on-line notice board and as a means of supplying work, posting links and videos and collating work. Google classroom is now embedded within the entire school and is used on a daily basis.

What do we teach? What does this look like?

The computing curriculum has been carefully built and the learning opportunities and assessment milestones for each class crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. For example, we focus our teaching on four main themes of computing; internet safety, digital literacy, computer science and information technology. These are revisited year on year where pupils progressively build their skills and knowledge. In addition to this we provide specialist computing teaching to pupils in upper KS2 and frequently revisit online safety through visits from our local Schoolbeat sessions.

Computing will be reviewed in Summer 2026, which includes a pupil questionnaire, analysis of results, resource audit and lesson observations. The most recent review has presented that the children find their lessons enjoyable/interesting and also believe their lessons have the appropriate rigour and challenge. The following provision is currently in place.

Teaching & Learning

- The school has a detailed computer **curriculum map** illustrating the key skills taught based on the national curriculum.
- The **computing milestones** map illustrates the computer skills the children learn in each class.
- Computing is sometimes taught discretely but often as part of a wider learning experience.
- Work is differentiated to allow children to work at appropriate levels, to include SEN provision.
- Lessons are practical, whenever possible, and focus on the key elements of **understanding technology, digital literacy, coding and E-safety**.
- Google Classroom and bundled apps such as google docs and google forms are used across the school.
- We predominantly use tablet devices, connecting to a filtered (SWGFL) Internet (Gigaclear).

Inclusion

Children with SEN and disadvantaged children are supported through support from class TAs and teachers as well as with the use of technology (1-to-1 tablets provided to children in upper KS2 to allow children to work at their own pace).

Computing is embedded throughout the entirety of the curriculum therefore children with SEN and disadvantaged children will consistently use tablets within lessons and also with 1-1 adult support within some interventions.

Google apps allow children to work at their own pace in addition to the class teacher being able to access, monitor and support students from their own google account. This means the teacher can continuously check the child's work through live time as well as being able to give the usual 1-1 support.

Our 4 key strands

Understanding Technology

Children's natural curiosity has always driven them to develop an understanding of the world around them and this is no different when it comes to understanding technology; both how it works and what it can do for us. From their first, early experiences with technology, pupils begin to make sense of how it works and the opportunities it can provide. Throughout their time in primary education, pupils now need to extend that understanding to include computer networks such as the Internet, and the services they can provide such as the World Wide Web. Teachers need to provide practical, fun experiences that allow pupils to make links with their existing understanding of the world around them. In doing so, pupils will ultimately become much more effective creators and users of digital content.

Digital Literacy

Digital Literacy is the ability to effectively and critically navigate, find, evaluate, summarise, use, create and communicate information using a range of digital technologies. It deals with the appropriate use of technology

generated words, images, sounds and motion. Developing digital literacy is increasingly important because it supports learners to be confident and competent in their use of technology in a wide variety of contexts. The inter-related components of digital literacy can and should be developed alongside subject specific knowledge and understanding.

Programming

It's worth noting that computer science aims to cover two distinct, but related, aspects. There's a focus on computer science itself (the ideas and principles that underpin how digital technology works) but this sits alongside the practical experience of programming, almost certainly the best way for primary pupils to learn about computer science. Computer Science is more than programming, but programming is an absolutely central process for Computer Science. In an educational context, programming encourages creativity, logical thought, precision and problem-solving, and helps foster the personal, learning and thinking skills required in the modern school curriculum. Programming gives concrete, tangible form to the idea of "abstraction", and repeatedly shows how useful it is.

Online Safety

"New technologies are integral to the lives of all children, young people and their parents. They inspire children to be creative, communicate and learn. It is essential that children and young people tap into the potential of the digital world if they are to enjoy their childhood and succeed in life. In educating children and young people we should empower them to learn how to use digital technology responsibly, not simply block what they can access. We must give them the information and skills they need to be digitally literate and savvy users. This enables them to take advantage of the opportunities that new technologies can offer, as well as being able to deal with any risks that arise."

This year, E-Safety assemblies take place termly. Alongside this, an E-Safety promise has been put into place which was collaboratively made by students. This is seen evident in each classroom. We also have professionals from outside school conduct talks to UKS2 that highlights the importance of safe internet use (guest speakers such as PC Davis). A recent audit on safeguarding was carried out by Kevin McCloskey (which included an audit on Internet Safety) where we were praised for our focus on E-Safety and our 'it could happen here' attitude.

Computing EYFS links

The following table outlines some of the curriculum links that can be made between computing and areas of learning within the Early Years Foundation Stage.

Computing		
Reception	Personal, Social and Emotional Development	Show resilience and perseverance in the face of a challenge.
	Physical Development	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.

ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Assessment

- We assess predominantly using formative assessments on Insight.
- Verbal feedback is also given within lessons along with written feedback occasionally given on google classroom.

Monitoring & Training

- Google drive is used as a storage medium which provides evidence of attainment, progress and range of activities.
- There is also evidence on wall displays, e.g. Internet safety

Examples of Practice

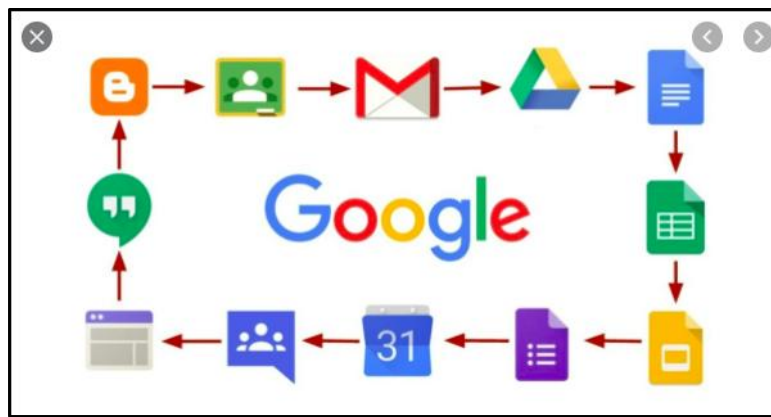
- Within every lesson, Google Classroom is used. The teacher uses Google Classroom to upload work, powerpoints and instructions. The children then have the opportunity to upload their completed work for the teacher to see and mark. They also have the choice to follow along with the lesson on their tablets whilst the teacher has the presentation on the interactive whiteboard. Their peers also have the chance to see each other's work if the teacher allows them.
- Apps such as Learning By Questions, Google Classroom and SpellingFrame are used daily. This is usually the children's morning task where they can also access at home.
- Technology is used extensively in the guided reading curriculum ensuring each child has access to a text within a lesson.

What will this look like? By the time children leave our school they will

After the implementation of this robust computing curriculum, children at Birdlip will be digitally literate and able to join the rest of the world on its digital platform. We want them to use technology confidently, competently and in a safe way. They have wide-ranging knowledge from how to operate devices at a mechanical level, searching and selecting information and how to use digital devices safely and responsibly. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online **thus preparing them for the bigger world.**

Computer Resources

- Google Classroom
- Google Apps for Education



Hardware

- 15 iPads
- 90 Tablets
- Bee bots set for a class
- 20 Laptops
- Smart boards in every classroom
- 2 x colour printers / photocopiers
- Gigaclear Internet with SWGFL filter