Ickworth Park Primary School

Computing Overview 2025-2026

Intent	Implementation	Impact
All pupils are encouraged to: • develop and use computational thinking skills to process information in a logical way; • develop transferable coding skills and subject specific vocabulary; • develop the ability to use computing equipment to manipulate and present written word, images and sounds so as to convey a message effectively; • use computing equipment to store information, retrieve and then present it in ways that enhance interpretation and analysis; • be efficient and effective communicators and collaborators, facilitated both in person and digitally; • confidently apply their computing skills and knowledge to their learning across the whole curriculum; • be confident in handling hardware, software and other computing equipment; • develop skills, knowledge and behaviours that can help to navigate the online world safely and confidently; • develop a strong awareness of the importance of and the different aspects of online safety. **As part of our computing provision at Ickworth Park, we aim to**: • meet the requirements of the National Curriculum programmes of study for computing detailed in the school Computing curriculum which provides progression and a breadth of knowledge across all year groups; • provide pupils a high quality, enjoyable tuition and level of challenge in their computing curriculum that is progressive throughout the whole school, and learning that inspires a love	**As part of this planning process, teachers need to:** • consistently follow the school's computing and online safety curriculums, using either the provided 2Simple/Purple Mash and Project Evolve planning schemes or other methods and contexts to achieve the same high level learning outcomes for each year group: • ensure the computing floor books demonstrates the high level of teaching, pupil engagement, and coverage of a broad and balanced computing curriculum; • ensure that the skill progression is used to inform the planning and expectations for an appropriate level of challenge for the pupil; • ensure that appropriate vocabulary is taught and used accurately in lessons and in school, to promote its use in lessons and familiarity with both staff and pupils; • promote cross curriculum opportunities to support basic IT skills. • challenge pupils appropriately with open questioning and challenging, stimulating lesson contexts and provide learning opportunities matched to the needs of pupil with SEND; • identify areas of weakness and seek support from the computing lead to address any problems with delivering the curriculum or resources. This may take the form of undertaking CPD or reviewing resources where necessary; • provide pupils the opportunity to work collaboratively and communicate effectively. **As part of this assessment process, teachers will**: • use appropriate skill level from the curriculum documentation to ensure assessment in line with expectations from other schools;	**Impact is measured by ensuring that pupils not only acquire the age-related knowledge linked to the computing curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.** **All pupils will have:** • an enthusiastic, confident approach and high level of engagement towards computing; • the solid knowledge needed to make best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world; • become proficient users of technology who are able to work both independently and collaboratively; • a wider variety of skills to use a range of platforms effectively; • an increased vocabulary which will enable them to articulate their understanding of taught concepts; • developed key life skills such as problem-solving, logical thinking and self-evaluation, which will continue to build on their next stage of education and for life as an adult in the wider world and for a range of future careers. **In addition, we measure the impact of our curriculum through the following methods:** • termly assessment using Insight, showing attainment and progress; • monitoring and analysis of pupil progress; • pupil discussions and interviewing the pupils about their learning and attitudes to Computing, online safety and digital literacy (pupil voice); • moderation through work scrutiny by the computing lead, within and across phases to ensure accurate assessment of both skills and knowledge;

of the subject and appreciation for its utility in the changing, connected modern world; • provide opportunities to develop and practise computing skills, knowledge and understanding from the early years through to Year 6; • thoroughly embed the virtues and necessity of online safety through the careful teaching, instilling them in school as one of our foundational principles; • equip pupils with confidence and capabilities to use ICT and computing skills in a digital world that is constantly changing and evolving; • ensure staff continue to access the opportunities to attend subject relevant CPD in order to deliver lessons with confidence and to help identify areas which they can use computational skills within a cross-curriculum approach.	• use Insight focussed assessments every half term to inform assessment and teaching; • make observations during lessons and on pupil's completed task, and give feedback to aid progress and inform assessment judgement; • carefully guide pupils in maintaining a saved e-portfolio of their own work on Purple Mash, the network or in the cloud for use in assessment. **The Computing lead will:** • ensure appropriate resourcing is in place for effective delivery of the school computing curriculum; • develop and monitor the computing curriculum; • monitor computing floor books to ensure full coverage of the curriculum; • continue to reflect and develop the provision and resourcing in place in school, updating and refining as necessary for the benefit of the pupil's learning; • support staff in planning lessons, supporting pupils needs and assessing their understanding in the subject and relevant skillset; • support all staff, where required in training and organising appropriate CPD.	• ongoing observations shown through methods we are meeting outcomes: • monitoring computing floor books for evidence of coverage within a broad and balanced curriculum, identify progress made throughout the lifetime of a cohort in the school and key reference to where the children meet the objectives; • gain feedback from feeder schools and/or ex pupils to confirm Ickworth Park pupils are well prepared for their KS3 curriculum.