Subject Leader planning statement-Computing

Autumn 2025

"Whether we're fighting climate change or going to space, everything is moved forward by computers, and we don't have enough people who can code. Teaching young people to code early on can help build skills and confidence and energize the classroom with learning-by-doing opportunities." —Richard Branson.

"Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains."—Bill Gates

Intent

Our Computing curriculum focuses on a progression of skills in the creative arts, digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology.

Implementation

Following the change in the curriculum in September 2014, the subject leader researched many of the pre-written products on sale. After discussion with the SMT and attending a number of courses, however, she decided to create a specific curriculum plan for Rickmansworth Park School, by drawing together material from a number of sources. This enables work to be tailored to fit the topics taught in each year group and the rising level of skills across the school. The curriculum is also updated regularly to reflect the use of digital skills in the creative subjects, such as art and D&T.

The subject leader teaches the subject to all year groups between Year 1 and 6.

The school purchased membership of Espresso coding and Purple Mash which provide tailored coding lessons which cover that element of the curriculum. The children follow examples through headphones and can therefore work at their own pace. At the end of each unit, there is the opportunity to code freely using the skills learned in that unit and very high quality work is now being produced. Scratch is taught across KS2. Y6 learn HTML and basic Python coding.

Schemes of work draw from many sources, such as CAS Barefoot, Simon Haughton and Phil Bagge.

The subject leader is a member of numerous computing teachers' associations, including Barefoot Computing and Computing at School which provide ideas and resources which

have been used in the planning. She has been recommended as a consultant adviser for other Herts primary schools by the Herts for Learning subject team leader.

Lessons begin with our 3 questions structure, which is used across the school. These focus on the retrieval of knowledge or skills from the previous lesson and year group and focus on why this new knowledge or skill will be important for them going forward. The learning journeys for each topic are also shared with the children.

Impact

After each unit of work, the teacher will make a judgement on whether pupils have met, exceeded or are working towards the objectives set. This will be added to the foundation subject tracking document. Evidence of progression and achievement will be seen in examples of pupils' work. As a result of effective implementation, pupils will be able to apply their skills and knowledge in other areas of learning. Pupils will be able to share their knowledge of how to be a responsible user of technology through discussion when questioned. They will be prepared for the next stage in their lives, knowing how to be a skilled and responsible user of technology in the wider world and most importantly, know where to seek support. Pupils will be familiar with and will discuss their understanding of the four main strands and will know key vocabulary associated with these. Confidence in this subject will also mean that pupils are able to be more independent and competent in life skills such as problem solving and logical thinking.

The curriculum is review annually, or as appropriate with the introduction of new technology or online safety issues. The Subject leader has regular meetings with EYFS staff to ensure planning, coverage and teaching is appropriate.

UNCRC

The curriculum reflects the **UN Convention on the Rights of the child**, specifically:

Article 13 : You have the right to look for, get and share information in all forms (i.e. through writing, art, television, radio and internet), as long as the information is not damaging to you or to others.

Article 16 : You have the right to protection from interference with privacy, family, home, mail, and from attacks on your character or reputation.

Article 17 : You have the right to reliable information from a variety of sources, including books, newspapers and magazines, television, radio and internet. Information should be beneficial and understandable to you.

Article 19 : Governments should ensure that you are properly cared for and protect you from violence, abuse and neglect by your parents or anyone else who looks after you

Article 28 : You have the right to education. Primary education should be free and required. Secondary education should be accessible to every child. Higher education should be available to everyone on the basis of capacity. School discipline should respect your rights and dignity

Article 36 : You should be protected from any activities that could harm your development and wellbeing.