

Computing Report for Governors

July 2025

Curriculum Coverage:

Computing is a statutory part of the National Curriculum and plays a vital role in preparing pupils for a digital future. Computing is taught across all year groups from EYFS to Year 6, with a focus on developing digital literacy, computational thinking, and responsible use of technology. Each year group follows a progressive curriculum that builds on previous knowledge. We are supported by MGL to ensure our units of work stay up to date and relevant to our children.

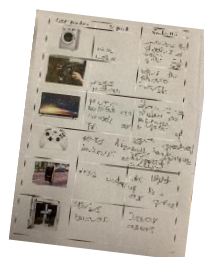
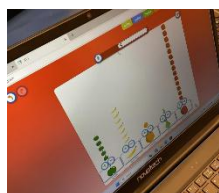
Examples of key topics covered:

- **EYFS:** Tinkering, using algorithms, problem solving and keeping personal information safe.

- **KS1:** Basic typing skills, simple algorithms, presenting information in different ways and for different purposes and online safety.

- **KS2:** Programming, Micro:Bits, creating multimedia content (including Green Screen), spreadsheets, understanding networks and the Internet and building their own website using HTML.

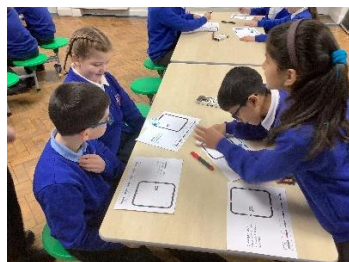
The curriculum has been adapted to ensure all children are able to access the Computing lessons and the Knowledge Organisers have ensured staff and pupils focus on the key learning. Online safety is embedded throughout units and is progressive across the school. Google Be Internet Legends have supported the teaching of online safety, particularly in Key Stage One with assemblies and resources as needed. Filters and monitoring systems remain in place on all school devices.



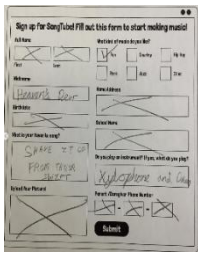
STEM Workshop:

Years 5 and 6 enjoyed a STEM workshop earlier this year that was run by EDT (Engineering Development Trust). It was an Insight into Artificial Intelligence workshop based on the exciting world of digital technology. They explored many areas of AI and looked at how STEM professionals all over the world are revolutionising their communities by developing solutions to global problems and utilising technology to make our lives easier and safer.

Learning to think like a computer, students were introduced to the basic fundamentals of coding using Ozobots, these are tiny robots which can be programmed using physical colour coding. Students completed a mission using Ozobots, with the chance to utilise their creativity and problem solving.



Safer Internet Day:



Once again, we celebrated Safer Internet Day in February with work based around the National theme of 'Too good to be true? Protecting yourself and others from scams online.'

In KS1 the children watched a UK Safer Internet Centre film and then completed activities which looked at how technology has changed over the years, how the internet can change people's feelings and how to keep ourselves safe online.



In KS2 the children watched a virtual live lesson from the BBC and UK Safer Internet Centre and then completed activities which looked at questions such as:

- How is changing technology like generative AI going to impact the approach of scammers?
- What role can the government and internet industry take to tackle this threat?
- And what changes would young people like to see to help protect themselves moving forward?

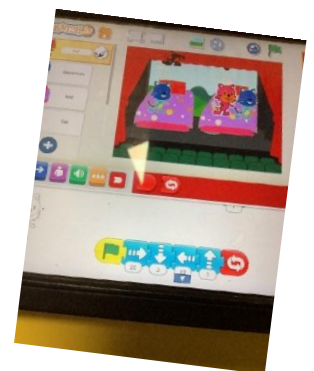
Extra-Curricular Clubs 2024/25:



Key Stage One once again had the opportunity to join a Coding Club through the Autumn Term. The take up was very good and there was an ongoing waiting list for extra places! During the sessions the children learnt the process of writing instructions for computers to follow, enabling them to perform specific tasks. They had to



consider how to break down a task into simple instructions, then translate those instructions into computer language, we used Scratch which is a block language. Then the children had to choose the correct order and see if their sequence worked. If it didn't work, they then had to tinker with the programming to debug the errors. They all showed great problem-solving skills and produced a final video from their programming.



CPD:

MGL have continued to support Key Stage 2 staff to teach the Curriculum units. They visit once a fortnight and complete a whole afternoon of Computing demonstrating to the class teacher different ways that the units can be taught and enabling the class teacher to enhance their knowledge and skills. This is particularly beneficial when a new unit of work is introduced to a year group as some of the skills expected to be taught need a good understanding of modern technology.

Assessment and Data:

Teachers continue to use the formative assessment grids to assess the children every time they complete a Computing lesson. These grids are focussed on the skills learnt during the lessons and the vocabulary that the children are expected to use in Computing. Teachers then use these assessments to inform their overall summative assessment grade for Computing at the end of the school year.

End of Year Data July 2025			
	% below expectation	% At expectation+	% Above expectation
Year 1	13.8%	70.7%	15.5%
Year 2	8.9%	76.8%	14.3%
Year 3	1.7%	88.0%	10.3%
Year 4	5.2%	82.6%	12.2%
Year 5	3.3%	91.8%	4.9%
Year 6	13.8%	65.5%	20.7%