

Computing Governors Report

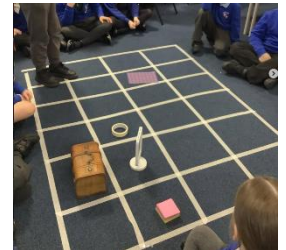
Our primary focus has been ensuring a seamless progression of foundational skills - moving from sensory exploration in EYFS, to foundational logical thinking in KS1, through to independent block-based coding and data analysis in KS2. Pupil engagement across all primary year groups remains exceptionally high. Our core ongoing challenges centre around managing the hardware lifecycle (such as tablets and floor robots) and continuous staff confidence updates.

Implementation: Primary Curriculum Breakdown

Our curriculum map ensures that skills built in the early years are progressively deepened through Key Stages 1 and 2. For example:

- EYFS: Tech Awareness & Cause/Effect
- KS1: Algorithms & Floor Robots
- KS2: Block Coding & Data Systems

In EYFS Computer work focuses on exploring how things work; cause and effect; spatial awareness and fine motor control. Interactive whiteboards, digital cameras and simple directional toys (e.g., Bee-Bots used without screens) are used.



In Key Stage 1 Pupils develop an early understanding of algorithms as precise instructions; create and debug simple programs and identify technology in the wider world. They program Bee-Bots on grid mats, use basic typing/mouse skills and learn the "Think Before You Click" online safety rules.

In Lower Key Stage 2 Pupils use block coding (Scratch Jnr) using sequence and repetition (loops) in programming; collect and present data and edit digital media. They create animations, build basic branching databases and identify reliable online sources.

In Upper Key Stage 2 Pupils are using variables and selection (if/then statements) in code; understanding computer networks (the Internet) and managing spreadsheets. They create complex game design in Scratch, spreadsheet budgeting models, create multi-page websites (HTML introduction), and identify phishing, scams, and AI-generated text/images.



Impact: Attainment and Inclusivity

End of Year Data July 2026			
	% below expectation	% at expectation +	% above expectation
Year 1	14%	83%	3%
Year 2	19%	76%	5%
Year 3	16%	75%	9%
Year 4	8%	75%	17%
Year 5	4%	67%	29%
Year 6	25%	62%	13%

Computing has continued to be a highly inclusive subject. For pupils with writing or communication barriers, block-based coding and digital media creation have provided an alternative pathway to demonstrate high-level logical reasoning. Where appropriate scaffolds and visual supports have been provided for pupils who need tasks breaking down. SEND pupils have struggled accessing some assessments for Computing but the way these assessments are presented or recorded have been altered to support the pupils.

Priorities for Next Year

- AI and Generative digital media: next year we need to consider further how this is used in our school both with pupils and by staff. It is a valuable resource that everyone should be dipping into, but the appropriate and evaluated use of it needs considering by all.
- Parental Engagement in Digital Literacy: We would like to continue to develop parent workshops targeting primary-specific online safety concerns (e.g., smart watches, age limits on gaming platforms, and group chats) and the settings pupils and families should be using.
- Increase the use of physical components (e.g. micro:bits) in Upper KS2 so children see how code controls physical objects, not just on-screen characters.

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