



St George's CE Primary School

Computing Curriculum Statement

Vision and Ethos

At St George's CE Primary School, our vision—"Living life in all its fullness" (John 10:10)—underpins all aspects of our Computing curriculum. Rooted in our Christian values of compassion, love, truthfulness, thankfulness, forgiveness and hope, we aim to develop confident, responsible and creative digital citizens who can navigate the modern world safely and effectively.

Computing at St George's equips pupils with the knowledge, skills and resilience they need to understand and change the world. As technology increasingly shapes communities, communication and innovation, our curriculum ensures all children flourish academically, socially and spiritually as competent, safe and purposeful users of technology.

Intent

Our Computing curriculum is carefully sequenced to meet the expectations of the National Curriculum and the Bolton Subject Leader Toolkit, ensuring progression in the three core strands:

- Computer Science – understanding algorithms, programming and how digital systems work
- Information Technology – selecting, creating and combining digital content
- Digital Literacy – evaluating digital content, using technology purposefully and staying safe online

At St George's, we intend that all pupils:

- Develop secure computational thinking skills including logic, pattern recognition, problem-solving and creativity.
- Become digitally literate and confident in using a wide range of hardware, software and apps.
- Understand how computer systems, networks and the internet operate, and how information is stored, shared and used.
- Use technology safely, respectfully and responsibly, drawing on the Education for a Connected World framework.
- Build strong, transferable digital skills that prepare them for future learning, employment and life in a digital world.
- Flourish as safe, responsible online citizens who can evaluate information, communicate appropriately and make informed choices.

Our curriculum reflects our Digital Strategy 2025–2028, ensuring every child benefits from purposeful use of Chromebooks, iPads, Google Classroom and assistive technology to enhance collaboration, independence and inclusion.

Implementation

Computing is taught weekly from EYFS to Year 6, following a structured long-term progression aligned to the national curriculum and the Bolton Computing Toolkit.

Curriculum Structure

- Progression in skills and knowledge is mapped from EYFS to Year 6 across Computer Science, Information Technology and Digital Literacy.
- Lessons draw on high-quality resources including the Bolton Toolkit ICan statements, Purple Mash, Project Evolve, Google Workspace tools and unplugged activities.
- Each unit includes opportunities for retrieval, vocabulary development and practical exploration.

Computer Science – teaching computational thinking



- Pupils learn to design, write and debug programs using Scratch, Purple Mash 2Code, micro:bits and programmable toys.

- Retrieval practice supports secure understanding of algorithms, sequence, selection, repetition and variables.
- Unplugged activities help children develop logical reasoning and decomposition away from screens.

Information Technology – purposeful content creation

- Pupils learn to create, organise, store and present information through documents, presentations, spreadsheets, images, sound and video.
- Chromebooks and iPads are used regularly to enhance learning, research and collaboration across the curriculum.
- Google Classroom supports independent learning, blended learning and digital organisation.

Digital Literacy – safe and responsible use of technology

- E-safety is taught explicitly every half-term using Education for a Connected World and Project Evolve.
- Children learn to evaluate online content, manage their digital footprint and make informed decisions about privacy, reliability and online behaviour.
- Digital citizenship is reinforced through assemblies, whole-school events, parental workshops and our online safety policy.

Inclusion and the Digital Strategy

- Technology is used purposefully to support pupils with SEND, including speech-to-text, visual scaffolds, immersive reading, recording tools and accessibility features on Chromebooks/iPads.
- Staff receive ongoing CPD linked to the Digital Strategy, including Google Certification, digital safeguarding and effective use of classroom apps.
- Digital leaders (pupils) support hardware management, promote e-safety messages and model responsible use of technology.

EYFS

- Children explore early computer science through remote-controlled toys, simple algorithms, exploring technology in the environment and digital creative tools.
- Computing is woven through provision, strengthening fine motor skills, communication, digital awareness and early e-safety.

Impact

We measure the impact of our computing curriculum through:

- Pupil outcomes demonstrating progression in programming, digital creation and online safety across all year groups.
- Children who are confident, responsible and reflective digital citizens able to apply their learning in real contexts.
- Evidence in digital portfolios, Google Classroom assignments, Purple Mash work and practical projects showing strong skill development.
- Pupil voice showing high levels of engagement, confidence, enjoyment and understanding of staying safe online.
- Monitoring by the subject leader (lesson visits, planning reviews, staff conversations, assessment outcomes) demonstrating consistent practice and high expectations.
- Children leaving St George's able to evaluate information critically, solve real-life problems using technology and transition confidently to KS3 and beyond.

Through high-quality teaching, a strong digital culture and an ambitious vision for technology, pupils at St George's are prepared to live, learn and lead confidently in a rapidly changing digital world.

Assessment

Assessment in Computing at St George's is ongoing, meaningful and directly linked to curriculum progression. Teachers use:

- ICan Statements from the Bolton Toolkit to assess against National Curriculum expectations.
- Ongoing formative assessment through observation, questioning, retrieval tasks and practical evidence.
- Digital portfolios (Google Classroom, Purple Mash and saved work) to track progress across the year.



- Summative judgements each term based on secure knowledge of programming skills, digital literacy and online safety.
- Project Evolve check-ins to assess children's understanding of online safety concepts.

Assessment outcomes are used to identify gaps, inform intervention, support SEND provision and plan next steps in teaching. As part of our Digital Strategy, staff use technology to capture, organise and review assessment evidence efficiently without adding unnecessary workload.