Computing & E-Safety

intent, implementation, impact

intent

At St Michael's, we provide an ambitious and inclusive computing curriculum that enables all pupils to become confident, capable and responsible users and creators of technology. Our curriculum is designed to go beyond surface-level skills, placing a strong emphasis on developing pupils' understanding of why systems work, thereby securing deep conceptual knowledge and effective computational thinking.

Computing is recognised as a vital component of pupils' future success. Our curriculum develops pupils' problem-solving, logical reasoning, creativity and resilience, while also strengthening links with mathematics and the wider curriculum. It is fully aligned with the National Curriculum and informed by high-quality, trusted sources, including National Online Safety, ensuring pupils are taught relevant, current, and meaningful content.

Online safety is a core safeguarding priority and is explicitly and progressively taught throughout the curriculum. In response to pupil voice, we have adopted a proactive approach to e-safety education, ensuring pupils understand potential risks and know how to seek support and respond appropriately. We also work closely in partnership with parents to ensure a consistent and shared approach to safeguarding beyond school.

By the end of Key Stage 2, pupils will have developed secure and transferable knowledge, effective computational thinking skills and the confidence to apply these across a range of platforms and devices. They will leave St Michael's as responsible digital citizens, equipped with the knowledge and skills needed for the next stage of education and beyond.

implementation

The computing curriculum at St Michael's is carefully sequenced and coherently planned in line with the National Curriculum. It reflects the needs of our pupils and enables them to build knowledge incrementally, revisiting and applying prior learning so that understanding is embedded over time.

Recognising pupils' high levels of exposure to online environments, we ensure that children develop secure foundational computer skills, alongside opportunities to work with a wide range of digital tools and technologies. Pupils engage with platforms such as Espresso Coding (block-based and Python), Microsoft Office, iMovie and Stop Motion, using both iPads and computers. They also work with physical computing resources including Codey Rocky robots, Robotical Cogs, Crumble Controllers and Turing Tumble, enabling them to apply abstract concepts in practical, meaningful contexts.

Teaching ensures that pupils are supported and challenged appropriately, enabling all learners to make progress. Assessment is purposeful and ongoing, focusing on pupils' ability to apply knowledge and skills independently. Teachers assess work produced during units alongside final independent projects, such as coding scripts, digital documents, or multimedia outcomes, measured against clearly defined learning objectives.

Online safety understanding is assessed through termly quizzes and ongoing observation of pupils' behaviour online. The impact of this teaching is further strengthened through regular communication with parents, including weekly e-safety updates and opportunities to share feedback, ensuring a whole-school approach to safeguarding.

Feedback in computing is timely and effective, with pupils identifying verbal feedback from teachers and peers as a key factor in supporting their progress. Subject leadership monitoring, including learning walks, work scrutiny and pupil voice, ensures high expectations, consistency and fidelity in curriculum delivery.

impact

Pupils at St Michael's know more, remember more and can do more in computing as they move through the school. They confidently transfer their knowledge and skills to new software, devices and contexts, demonstrating readiness for secondary education.

Pupils apply learning independently and demonstrate strong retention of prior knowledge. For example, recent coding assessments show pupils successfully combining newly taught programming concepts with previously learned content, evidencing secure understanding. Assessment information is used effectively to monitor progress and inform next steps, ensuring all pupils continue to develop a deep understanding of computing and online safety.

Pupils understand how their learning builds over time. Through pupil voice, children articulate clear links between units, explaining how skills developed in earlier learning support more complex tasks later in the curriculum. Examples include applying coding knowledge from Espresso Coding to robotics work and transferring programming skills to design technology projects using Crumble Controllers.

The curriculum promotes high levels of engagement, creativity and collaboration, which positively impacts pupils' progress in computing and across the wider curriculum. Pupils speak enthusiastically about opportunities to design, create and evaluate digital content, demonstrating ownership of their learning and pride in their outcomes.

Pupils speak positively and confidently about computing at St Michael's. They recognise the relevance of the skills they are developing for future learning and employment, demonstrating an early awareness of potential pathways in technology-related fields. As a result, pupils leave St Michael's well-prepared, digitally literate and equipped with valuable cultural capital for the next stage of their education.