



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life, and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - Computing

September 2026

Subject Leader(s): Karen Quinton

INTENTION - Subject Overview:

At Farington Moss St Paul's, all children have the opportunity to engage in a computing curriculum that will develop their computational thinking, creativity and embed life-long knowledge and skills. We believe that the computer is a powerful tool which can be used effectively to support and enrich many areas of the primary curriculum. We intend to teach computing skills in a structured way and make many cross-curricular links to other subjects for example English, Mathematics, Science and Art and Design. The core of computing is computer science in which our pupils are taught how to write algorithms and programs. Computing also ensures that our children know how to use information technology to create documents and presentations, manipulate images and sound, use databases and make music and animations. The curriculum also enables our children use online technology safely in our digital world.

The aims of our computing curriculum are consistent with the vision of our school and the aims of the National Curriculum for Key Stage 1 and 2. We aim to ensure all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

IMPLEMENTATION - Planning:

The teaching of Computing will begin in the Foundation Stage (aged 3-5) where children will be taught within the areas of Learning and Development. Computing will continue to be taught throughout Key Stage 1 and 2 following the National Curriculum Program of Study. Our medium-term planning has been designed in-house to meet the curriculum needs of our children. Teachers will then plan, customise and deliver their lessons from the scheme of work.

Teachers plan lessons which ensure progression and continuity, and collaborate with other staff to ensure that there are no omissions or duplications in the activities offered to the children other than that which is necessary to consolidate their knowledge and understanding.

Time allocation is designed to be flexible so long as the Subject Leader ensures that the overall curriculum requirement is fulfilled.

The Computing subject leader and the headteacher continue to monitor the resources required to deliver the Computing curriculum.

IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:

On-going teacher assessment and review is fundamental to delivering the Computing curriculum. In each lesson, teachers are constantly making judgements with regards to attainment and understanding and alter provision accordingly. Evidence in books and digital assets are used to make summative assessments by the class teachers.

This data is shared with the subject leader, SLT and with parents at the End of Year reports.

Standards are monitored in a variety of ways; book scrutiny, digital assets, teacher discussions, lesson observations and pupil voice. Governors are informed of standards.

IMPLEMENTATION AND IMPACT - Enrichment Opportunities:

Every year as a whole school we celebrate Safer Internet Day.

Every class has timetabled access to the school laptops, chrome books and iPads. EYFS and KSI have access to Bee Bots and Kubo. KS2 have access to Lego Spike sets, Crumble and BBC Microbits. This equipment can be used both for discrete computing lessons but also to enhance any cross-curricular work.

Every Autumn, Year Four children take part in the Bebras Challenge organised by the Raspberry Pi Foundation to develop their computational thinking and problem-solving skills.

Throughout the year, Year Four children and their parents have the opportunity to register for a Lego Robotics courses delivered by Lancashire Adult Learning. Parents and children have the opportunity to learn new coding skills together.

Within the curriculum, there are opportunities for staff to make a request for a Stem Ambassador to visit school or provide online expertise to provide curriculum enrichment.

IMPACT - Targets 2025-26:

Target (IMPACT)	Implementation	Evaluation (IMPACT)
To continue to monitor and evaluate the updated schemes of work (for Computer Science, Information Technology and Digital Literacy) and evaluate strategies used for retrieval/assessment.	Subject Leader time Pupil Voice Book looks	Subject monitoring and evaluation showed that previous changes to the scheme of work were having a positive impact. Further work to be continued to refine the list of vocabulary for each topic taught and to ensure that children in both key stages have a clear understanding of key computing vocabulary.
To complete compiling evidence to achieve the Computing Quality Mark in the academic year 2025-26.	Subject Leader Time Advice from the NCCE	After a year and a half, the Computing Quality Mark was achieved in January 2026. The journey of compiling evidence to achieve the Quality Mark, enabled the subject leader to update subject knowledge, refine areas of the curriculum, improve assessment methods. The Quality Mark has provided a benchmark for delivering the Computing curriculum throughout school.

To encourage girls into Computer Science and achieve the I Belong accreditation.	Subject Leader Time	To encourage more girls to have an interest in Computer Science, the I Belong accreditation achieved. The subject leader completed training through the NCCE and set up a short coding club for girls. Twenty-nine girls attended the club for 6 sessions in two groups. The club was successful and the girls enjoyed learning to code using BBC Microbit.
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IMPACT - Staff Training 2025-26:

The Subject Leader has completed Computing courses through the NCCE. This has enabled the subject leader to use new knowledge to update the curriculum and to support staff in school. The subject leader completed the I Belong training which was part of the I Belong accreditation. The Subject Lead has completed the relevant training to achieve the Teach Primary Computing Certificate.

IMPACT - Targets 2026-27:

Target (IMPACT)	Implementation	Evaluation (IMPACT)
To produce a concise list of key vocabulary for the computing scheme of work	Subject Leader Time Pupil Voice Book Looks	
To update the Digital Literacy scheme of work to include AI in line with the school's AI policy.	Subject Leader Time Staff Meetings	
To ensure the Subject Leader and teaching staff receive relevant AI training and updates.	Subject Leader Time Staff Meetings	

IMPACT - Staff Training 2025-26:

STAFF CPD	- Subject Leader to provide on-going training and support to staff. - Subject Leader to arrange staff CPD on Artificial Intelligence (AI).
<u>Subject Leader</u>	- Subject Leader to complete relevant training through the NCCE, SWGfL and other local training providers. - Subject Leader to complete relevant training on Artificial Intelligence (AI).

FUTURE INTENTION, IMPLEMENTATION AND IMPACT - Future Targets:

- To continue to book Family Learning courses linked to computing with Lancashire Adult Learning
- To continue to maintain links with local networks, the NCCE and STEM community