SS Peter & Paul Catholic Primary School

Our Approach to Computing

How computing is taught at SS Peter & Paul · 2026–27

Intent

At SS Peter & Paul, we want our children to leave us as confident, creative and safe users of technology who understand how it works rather than only how to operate it. Our curriculum follows Purple Mash and meets the National Curriculum in full across its three strands — Computer Science, Information Technology and Digital Literacy. Many of our children speak English as an additional language, and purposeful digital practice is a route into the whole curriculum for them, not an add-on to it.

As a Catholic school, we teach that how our children behave online is simply how they behave: with the same honesty, respect and care for others we expect of them in the classroom. Online safety is not a topic we cover once a year — it is taught every week, from Reception to Year 6.

Implementation

- **Curriculum design:** computing is taught for one hour weekly in every year group, following the Purple Mash 2025 scheme and covering all three national curriculum strands. A Non-Negotiable Units list protects coverage when the calendar gets busy.
- **EYFS:** children meet technology as something they control. They give instructions to floor robots, record their own voices and photographs, and learn that a machine does exactly what it is told — the first seed of algorithmic thinking.
- **KS1:** pupils write and debug simple programs, understand that algorithms are precise steps in order, and use technology purposefully to create, organise and store their work.
- **KS2:** pupils design and write programs that use sequence, selection, repetition and variables; work with data in spreadsheets and databases; create with text, image, sound and video; and understand how networks and search engines actually work.
- **Online safety:** taught weekly through 2BeSafe in short, regular sessions from Reception to Year 6, mapped to the UKCIS Education for a Connected World framework. Safer Internet Day supplements this teaching; it never replaces it.
- **Devices:** children work on their own device rather than sharing — Chromebooks in Years 5 and 6, iPads in Years 3 and 4 — so that a computing lesson is practice, not demonstration.
- **Technology across school:** pedagogy leads and the tool follows. Technology is used across the curriculum where it demonstrably improves learning — Learning by Questions in Years 3 to 6, and Kahoot for retrieval in Key Stage 1 — and not where it does not.
- **Inclusion:** assistive technology and adaptive strategies are built into ordinary classroom practice, with individual strategies held for every child on a support plan, so that technology is a bridge into the curriculum rather than a crutch.
- **Beyond the classroom:** a coding club using LEGO Spike Education extends the curriculum for children who want to go further.

Impact

- Pupils understand how technology works, and can explain what they are doing using accurate vocabulary rather than describing which buttons they pressed.
- Pupils debug their own work — predicting what a program will do, noticing when it does something else, and working out why.
- Pupils behave safely and responsibly online, know the risks appropriate to their age, and know who to tell.
- Pupils use technology independently to access and produce work across the whole curriculum.

Assessment

- Teachers assess against agreed checkpoints in every unit, using the assessment tools built into Purple Mash.
- Each year group keeps a digital evidence portfolio, so that what children can do is visible rather than assumed.
- Online safety understanding is checked through pupil voice across phases, evidencing progression and not merely coverage.
- Subject leadership monitors one strand per term — curriculum quality, online safety progression, and technology supporting teaching — reporting to senior leaders each term.