WESTFIELD PRIMARY SCHOOL

2024-2025

Computing Subject Report

Subject	Computing		Date	September 2025
Report prepared by	Kate Beattie			

Overview of the year: Sept 2024-2025

Computing has continued to thrive throughout the school this year. With digital technology playing an increasingly important role in our curriculum, children have made excellent use of the full range of available devices—VR headsets, Now Press Play headphones, iPads, Chromebooks, and desktop computers—maximising learning opportunities.

Our continued investment in a whole-school Seesaw subscription has proven to be highly worthwhile. Building on its successful use during the pandemic, Seesaw remains a key platform supporting teaching and learning across all year groups. It offers several valuable benefits:

Lessons are made more interactive and engaging, aligning with our commitment to active, purposeful learning.

Homework tasks can be set and submitted via Seesaw, easing teacher workload, reducing printing costs, and allowing for a broader range of activities such as quizzes and online games.

Pupils have further developed their digital skills, especially in using apps to record and upload work—an excellent fit with the KS1 curriculum.

The platform also supports our SEND and DAP learners, offering tools like voice recordings and imagery to remove barriers.

Seesaw promotes safe digital practice by mimicking elements of social media in a secure, teacher-controlled environment.

Teacher feedback continues to highlight the value of Seesaw in enriching learning and enabling cross-curricular digital work. Computing is being taught consistently across year groups, with key programs such as Scratch used to ensure clear progression. This consistency is allowing children to build on their prior knowledge, increase their fluency with digital tools, and take pride in their growing independence.

High-quality Computing lessons are evident throughout KS1, with EYFS children now engaging with 'Code-a-pillars', preparing them well for their progression to Bee-Bots in Key Stage 1. These tools are being used thoughtfully by teachers to support early programming concepts. In KS2, Scratch is built upon year after year, and by Upper Key Stage 2, children demonstrate strong subject knowledge and digital confidence.

Chromebooks continue to be used widely across the school, with Year 6 pupils having individual access. This helps them develop key digital literacy skills and a sense of personal responsibility in preparation for secondary school.

Pupils are regularly creating digital content using a range of applications and programs including Microsoft Word, PowerPoint, Seesaw, Apple Clips, Kodu, Stop Motion Studio, Scratch and Scratch Jr. This consistent exposure supports the development of digital fluency across the school.

Our school iPads have grown in popularity, with 90 now available—enabling one-to-one access even in our three-form year groups. These devices are being used well across subjects, particularly in UKS2 and KS1, and are an area of continued development in LKS2 to ensure all pupils benefit from cross-curricular digital

learning. Our ipads are starting to become out of date, which means we are looking towards new solutions for devices next academic year.

We're now entering our fourth year using Project Evolve to deliver Online Safety education. This resource enables half-termly teaching, aligning with current KCSIE recommendations. Each year group focuses on the same theme each half term, with key messages shared in our school newsletter and in parent resources to encourage discussions at home, particularly between siblings.

I collated and distributed a wide range of Online Safety materials to our Inclusion team, supporting a diverse range of families. Monthly newsletter updates on Online Safety continue to address current trends and issues. I also led bespoke staff training on Online Safety during the spring term.

Safer Internet Day was marked in each class, with a virtual assembly I delivered to both KS1 and KS2. Activities were shared and celebrated on Seesaw, further highlighting pupils' learning.

This year, we also introduced TeachMateAI as a tool to support teacher workload and enhance classroom learning. By using this AI-driven platform, staff have been able to quickly generate high-quality, tailored resources—such as lesson plans, comprehension tasks, and differentiated activities—saving valuable planning time. TeachMateAI has also supported creativity in lesson delivery, helping teachers design engaging content that captures children's interest across a range of subjects. Its flexibility has made it a powerful tool for personalising learning and ensuring that all pupils remain challenged and motivated, while also reducing administrative pressures on staff.

Finally, our technical support from Eduthing remains excellent. With weekly in-school visits and a consistent support team, staff now have direct channels to access help, easing pressure on internal systems and ensuring timely resolutions to any technical issues.

Curriculum: Intent, Implementation, Impact

Intent

- For all children to finish school as creators rather than consumers of technology in order to understand and change the world. Our curriculum, which encompasses computer science, information technology and digital literacy reflects this.
- Westfield recognises that in today's climate, the best prevention for issues related to technology, online safety and social media is further education and we strive to have all adults in school model positive use and clear understanding of online choices.
- Our curriculum is designed to engage all learners, with accessibility oppurtunities for DAP and SEND children. A skills-based curriculum allows for progression and oppurtunities for children to share.
- The use of Computing and technology is embedded across the curriculum ensuring that children have the chance to become fluent with a wide range of tools so they can understand and apply the fundamental principles and concepts of computer science.
- Children build upon their knowledge of computing year by year, and are encouraged to analyse problems, evaluate their work and take responsibility at every level. This starts in EYFS, the start of all learning, where children form the base upon which to develop on their journey through Westfield.

Implementation

A comprehensive and clear skills progression for Computing across the school has been created for staff to follow, and best embed and cover all areas of the Computing curriculum. The knowledge and skills statements are built upon year by year, so that children's understanding is constantly deepened

and learners are being challenged.

In a constantly developing digital world, there is always opportunity to use technology to develop and enhance learning across the curriculum. Technology can be embedded within a wide variety of subjects and the children therefore have the opportunity to apply the skills that they have learnt. These cross-curricular opportunities allow for more engaging, creative lessons and opportunities for children to practically apply their learning.

How this looks in context at Westfield:

- In Year 2, the children learn about transport and create vehicles as part of their DT lessons. These are two of their Computing objectives during that term:
  - Know how to use images to present information
  - Understand how to take and record images and audio recordings

  During their Computing lessons, they are taking and captioning images of their DT work to present. This not only gives them an engaging opportunity to present their DT work, but also means, with a subject area that they have knowledge in, their focus in the lesson is taking their effective photographs and developing their digital skills.
- In Year 5, the children start to learn about animation in their Computing lessons, using a variety of different applications on their ipads. Coinciding with this is their focus on the different planets during their Science topic of Space. The children create animations bringing to life the planets, giving them an opportunity to showcase their Science knowledge, and complete their Computing objectives in an engaging, purposeful way.

There are countless opportunities and examples for this cross-curricular usage of technology across school. The aim is to give children a relevant, purposeful way to make use of their digital skills across all areas.

Children have the opportunity to use new and exciting technology as part of their learning, with the use of Class VR headsets, 'immersive storytelling' headphones, 'live' lesson oppurtunities and Green Screen.

KS2 children have the opportunity to participate in a Coding Club each week.

Impact

Our subject progression and curriculum rationale give a clear overview for monitoring of coverage. Through quality assurance, it is clear that enthusiasm for technology and Computing is very high across the school, showing the importance of children receiving the opportunities to work on technology across the curriculum. While there is still room for improvement, cohesiveness across the school in terms of content being taught is much better, with our coding platform of Scratch being used consistently. Children leave KS1 with good understanding and skill, ready to build upon these in KS2.

Confidence in planning and teaching of Computing continues to be an area of development in Year 3. Teachers are starting to develop their confidence to move forward with this. The teaching of Computing in KS1 is of a very high standard, giving children and excellent starting point for KS2. This is similar with UKS2, where children can apply many skills developed during school.

The profile of Online Safety is strong across the school, and all children show their great knowledge of the key points and rules for Online safety during Pupil voice. The school commemorated Safer

internet day enthusiastically in February, with specific targeted lessons and KS1 and 2 assemblies.

Next steps:

- Continue to monitor and develop the use of Seesaw across the curriculum
- Continue to monitor planning and teaching of Computing across the school to ensure lessons taught are consistent, useful and engaging.
- Develop a digital strategy alongside SLT to ensure implementation of AI strategies to support staff workload and engage children, motivating them to learn.
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5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
1. There is great increase in use of technology across the curriculum in all year groups. Seesaw has been a fantastic tool to give teachers the opportunity to evidence lessons. 2. The need for Online Safety is great due to the current climate; our strong subject progression has been vital when supporting children with this. 3. Children have access to a wide variety of applications and technology to enhance their learning (virtual reality headsets, immersive storytelling headphones, Seesaw). 4. Teachers have become more proactive and confident when it comes to teaching Computing, with high quality teaching taking place over the majority of the school. 5. The rise of AI in education is important to take into account when it comes to Online Safety and curriculum as well as managing workload.	- What are we doing to support parents understand Online Safety? - Are we evidencing children's Computing work effectively and using this in a proactive manner to inform teaching? - What are we doing to support children with rising use of AI in everyday life?

What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
The past few years have shown a rise in the whole school engagement in Online Safety. Children's progress and understanding of Computing has improved. There has been a necessity to improve children's digital literacy skills within the global climate, which has been prioritised.	- Maintenance of equipment around the school, laptops, computers and whiteboards. - Subscription to immersive storytelling site (Now Press Play) - Paid subscription to Seesaw.
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
- Children learning about Online Safety and developing their digital resilience supports them while they use technology at home. - Digital literacy skills are becoming increasingly important across all areas of the curriculum, and in wider life.	Individual Liberty – Understanding our actions online and what the consequences of these can be Mutual Respect – the importance of treating others in the way we would want to be treated and working together to support one another.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
The school would benefit from additional funding with which to purchase more devices – the opportunities to develop lessons and enhance learning using technology grow all the time and availability of devices can inhibit that.	1. Continuing the paid version of Seesaw – this would allow for flexibility of subject monitoring, unlimited 'activity' library and skills-based marking. 2. Additional ipads – ideally, there would be ipads in each year group to ensure they are being used consistently. 3. Renewal of the Virtual reality online portal subscription and updated CPD – to allow for further use of this technology in school.

Subject Web: Subject Web: Why do we teach what we teach?

Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the Computing skills and knowledge appropriate to their individual needs through the delivery of a creative Computing curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the moral and mental well-being and development of our pupils (specifically when teaching Online Safety); and prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences.

6 key skills:
1. Understand how to behave appropriately online
2. Develop resilience to and understand how to respond to negative situations online
3. Understand the process of using algorithms to program
4. Be able to program effectively for purpose
5. Develop a range of digital skills
6. Be able to select the appropriate program or tool for the task at hand.

How do you ensure every skill is taught within your subject?

There is a clear skills progression document and Curriculum Overview and rationale that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using Seesaw, going forward) provides evidence through photographs, videos, comments and pupil voice that children are learning skills and applying these to other sports across the subject and in other areas of school life.

Topics taught across each year group:

	Autumn		Spring		Summer	
R	Online Safety	Understanding the World	Online Safety	Understanding the World	Online Safety	Understanding the World
1	Online Safety	BeeBots	Online Safety	Typing	Online Safety	Paint/Scratch JR
2	Online Safety	Posters/Photos and captions	Online Safety	Typing	Online Safety	Scratch (Shape)
3	Online Safety	Scratch – Boat Race	Online Safety	Word and Powerpoint	Online Safety	Making videos
4	Online Safety	Scratch - Quizzes	Online Safety	Publisher and Excel	Online Safety	Scratch - Archery
5	Online Safety	Catch the Sprite - Scratch	Online Safety	Stop Motion & Space Invaders (Scratch)	Online Safety	Flowol and Powerpoint
6	Online Safety	Broadcasting (Scratch) & Remembrance PPTS	Online Safety	Kodu & God projects	Online Safety	Scoring Goals (Scratch) and graduation videos

Describe what a good learner of this subject looks like when they leave Westfield Primary School?
Staff at Westfield try to embed the use of computing and technology across the curriculum to ensure that learning is creative and accessible to all. We want children to be fluent with a wide range of tools to best express their understanding, and hope, by the end of KS2, children will have the independence and confidence to choose the best tool to fulfil tasks and challenges set by teachers.

What are the 7 key components of a good learner in your subject?
1. Understanding of how to be safe online
2. Resilience when using the internet
3. A reflective attitude toward online content
4. Confidence using digital tools
5. Enthusiasm for technology
6. Pride in their skills and achievements
7. Ability to apply their learning across the curriculum.

What does Fast Feedback look like in your subject? **How do you know this has been effective for children's progress?** Children receive on the spot feedback during their ICT lessons, and are given the opportunity to use and develop the skills they have in their learning moving forward. Evidence of this effective learning is seen in pupil's work and through conversations and pupil voice.	**Is your subject an SDP priority?** Not at present **Has there been school training and / or development related to your subject / specific SDP objectives?** **Have you taken part in any individual research?** Continued presence at Computing twilight meetings **What has been the impact of this on the children and staff?** We are hopeful that this will promote STEM careers and hobbies.