



WESTFIELD PRIMARY SCHOOL

2025-2026

Computing Subject Report

Subject	Computing	Date	July 2026
Report prepared by	Kate Beattie		
Overview of the year: Sept 2025-2026			
Computing has continued to flourish across the school this year, with the successful development and pilot of Westfield's new Digital Strategy representing one of the school's most significant curriculum developments. Throughout the year, Year 4 successfully piloted a 1:1 device programme, embedding digital technology into everyday teaching and learning. The introduction of Showbie has transformed the way pupils access learning, complete assignments and receive feedback, while Magma Maths has enhanced mathematics teaching through adaptive practice, retrieval opportunities and real-time assessment. Staff confidence in using digital technology has grown considerably through ongoing professional development, resulting in greater consistency and creativity in classroom practice. Computing continues to be taught consistently across all year groups through our carefully sequenced curriculum, enabling pupils to build securely on prior knowledge and develop increasing confidence as digital learners. Children begin their programming journey in EYFS using Code-a-pillar before progressing to Bee-Bots in Key Stage 1 and Scratch throughout Key Stage 2. This progressive approach ensures pupils leave Westfield as confident, capable users and creators of technology. Technology is now firmly embedded across the wider curriculum, with pupils regularly selecting the most appropriate digital tools to support and enhance their learning. Applications such as Showbie, Seesaw, Microsoft Office, Apple Clips, Stop Motion Studio, Scratch, Kodu and a range of creative multimedia tools are used purposefully across subjects, allowing children to develop digital fluency while applying their learning in meaningful contexts. Online Safety continues to be a significant strength of the school. Project Evolve remains fully embedded within the curriculum, providing progressive half-termly Online Safety education aligned with current KCSIE guidance. This is complemented by monthly parent newsletters, parent guidance materials, Safer Internet Day assemblies and activities, staff training and regular communication with families, ensuring Online Safety remains a shared responsibility between school and home. Artificial Intelligence has become an increasingly important aspect of our digital provision this year. Building on previous work with TeachMateAI, staff have continued to develop their understanding of AI through dedicated training and practical classroom application. AI is now being used responsibly to reduce workload, support lesson planning, generate high-quality resources and enhance teaching, while pupils are beginning to develop an understanding of AI as part of their wider digital literacy and Online Safety education. During the year, I successfully completed the AI in Education Certification, further strengthening my expertise and enabling me to lead the school's strategic development of AI with confidence and ensure its implementation is both effective and responsible. Alongside these developments, I have led an extensive programme of professional development for staff throughout the year. Training has included the effective use of Showbie, Magma Maths, AI in education, Kagan cooperative learning structures, digital teaching strategies and the purposeful use of technology across the curriculum. This programme of CPD has significantly increased staff confidence, promoted consistency in classroom practice and supported the successful implementation of our Digital Strategy. Following the success of the Year 4 pilot, the school is now well placed to implement 1:1 devices across Key Stage 2 from September 2026, representing the next exciting stage of our Digital Strategy. This will further strengthen teaching and learning, enhance opportunities for collaboration and creativity, and			

ensure all pupils continue to develop the digital knowledge and skills required for secondary education and an increasingly technological world.

Finally, the continued support from Eduthing has remained invaluable. Weekly on-site visits and responsive technical support have enabled the successful implementation of our Digital Strategy, ensuring staff can make effective use of technology with minimal disruption to teaching and learning.

Curriculum: Intent, Implementation, Impact

Intent

Our Computing curriculum aims to:

- Develop pupils who leave Westfield as **confident, responsible creators of technology rather than simply consumers**, equipped with the knowledge and skills to thrive in an increasingly digital world.
- Ensure every child develops secure understanding across the three strands of Computing: **Computer Science, Information Technology and Digital Literacy**.
- Provide an ambitious, inclusive curriculum that removes barriers for all learners, including pupils with SEND, disadvantaged pupils and EAL learners, through adaptive teaching and accessible technology.
- Embed technology purposefully across the wider curriculum so that pupils apply their digital skills in meaningful, authentic contexts.
- Equip pupils with the knowledge, skills and critical thinking required to stay safe online, understand emerging technologies, including Artificial Intelligence, and make informed digital choices.
- Build knowledge progressively from EYFS to Year 6 through a carefully sequenced curriculum that develops independence, creativity, problem-solving and digital confidence.

Implementation

Our Computing curriculum is supported by a clear progression of knowledge and skills, ensuring pupils revisit and build upon prior learning each year. Following the introduction of our Digital Strategy, technology is becoming increasingly embedded within teaching and learning across the curriculum, allowing pupils to use digital tools purposefully rather than as standalone activities.

The successful Year 4 **1:1 device pilot** has demonstrated the impact that consistent access to technology can have on pupil engagement, independence and digital fluency. The introduction of **Showbie** has transformed how pupils access learning, complete assignments and receive feedback, while **Magma Maths** has supported adaptive teaching, retrieval practice and assessment within mathematics.

Cross-curricular opportunities continue to strengthen Computing across the school. For example:

- **Year 2** pupils combine Design Technology and Computing by photographing, annotating and presenting their vehicle designs, developing both digital presentation skills and effective communication.
- **Year 5** pupils use animation and programming software to bring their Space learning to life, applying Computing skills while deepening their understanding of scientific concepts.

Children also benefit from a wide range of digital technologies including VR headsets, Green Screen, Stop Motion Studio, Apple Clips, Scratch, Kodu and live virtual experiences, enabling them to select the most appropriate technology for different learning purposes.

Online Safety remains embedded through **Project Evolve**, half-termly teaching, Safer Internet Day, assemblies, parent newsletters and staff training, ensuring pupils develop the knowledge and resilience required to navigate an ever-changing digital world.

Pupil Voice

"Showbie helps me keep all my work in one place and I always know what I need to do next." — Year 4 pupil

"I like using Scratch because if something doesn't work, I can debug it and try again." — Year 5 pupil

Staff Voice

"The Digital Strategy has increased pupil independence while making it easier to provide feedback and monitor learning."

"The CPD has given staff greater confidence to use technology purposefully rather than just as an add-on."

Impact

Quality Assurance demonstrates that Computing is taught consistently across the school through an ambitious and progressive curriculum. Pupils demonstrate increasing confidence when selecting appropriate digital tools, creating digital content and applying computational thinking across a range of curriculum subjects.

The implementation of the Digital Strategy has significantly strengthened pupils' digital fluency, independence and engagement. The Year 4 pilot has shown clear benefits in pupils' organisation, collaboration and ability to access learning independently, providing a strong foundation for the planned Key Stage 2 rollout.

Staff confidence has continued to grow through ongoing professional development, resulting in greater consistency in the teaching of Computing and the purposeful use of technology across the curriculum. Scratch continues to provide a coherent progression in programming, while pupils increasingly demonstrate creativity, resilience and problem-solving when working digitally.

Pupil voice confirms that children value technology as an integral part of their learning and have a strong understanding of Online Safety. Monitoring shows that pupils confidently discuss online risks, responsible digital behaviour and the growing role of Artificial Intelligence in everyday life.

Next Steps

- Implement the **1:1 device programme across Key Stage 2**, building on the success of the Year 4 pilot.
- Continue embedding the **Digital Strategy** across the curriculum, ensuring technology enhances teaching, assessment and learning in every year group.
- Further develop pupils' understanding of **Artificial Intelligence**, digital literacy and online safety through an updated progressive curriculum.
- Continue to develop staff confidence through high-quality CPD on emerging technologies, adaptive digital teaching and purposeful classroom use of technology.
- Continue to monitor the impact of Showbie, Magma Maths and other digital platforms to ensure they improve learning outcomes, engagement and teacher workload.

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions are you considering for future developments?
1. The successful Year 4 pilot of Westfield's Digital Strategy has demonstrated the positive impact of 1:1 devices on pupil engagement, independence, organisation and digital fluency, providing a strong foundation for the Key Stage 2 rollout in September 2026. 2. Technology is now embedded more consistently across the curriculum, with platforms such as Showbie, Seesaw and Magma Maths enhancing teaching, assessment, feedback and opportunities for cross-curricular learning. 3. Staff confidence in using educational technology has increased significantly through targeted CPD, including training on Showbie, Magma Maths, AI in education and effective digital pedagogy, leading to greater consistency in classroom practice. 4. Online Safety continues to be a strength of the school, with Project Evolve, regular parent engagement, staff training and Safer Internet Day ensuring pupils develop the knowledge and resilience needed to navigate an increasingly digital world. 5. Artificial Intelligence has become an important area of development this year. Through strategic leadership, staff training and the completion of the AI in Education Certification, the school is well placed to embed AI safely, responsibly and effectively within teaching and learning.	What Performance Information is monitored? • Learning walks and Quality Assurance • Planning scrutiny and book looks • Pupil voice • Staff voice and confidence surveys • Coverage of the Computing curriculum • Use of digital platforms (Showbie, Seesaw and Magma Maths) • Online Safety monitoring and pupil understanding • Progress of key groups (SEND, disadvantaged and EAL) 1. How can we successfully implement and embed the 1:1 device programme across Key Stage 2 while maintaining consistency in teaching and learning? 2. How can we further develop pupils' understanding of Artificial Intelligence, digital literacy and Online Safety to prepare them for an increasingly digital world? 3. How can we continue to evaluate the impact of our Digital Strategy, ensuring technology enhances learning outcomes, supports teacher workload and improves accessibility for all pupils?

What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
Pupils make strong progress in Computing through a progressive curriculum that builds knowledge and skills year on year. Monitoring shows increasing confidence, independence and digital fluency across the school, with pupils applying technology purposefully across the curriculum. The successful Year 4 Digital Strategy pilot has further strengthened pupils' digital skills and readiness for the wider implementation of 1:1 devices across Key Stage 2	Funding was used to support the implementation of the school's Digital Strategy, including the successful Year 4 1:1 device pilot, continued subscriptions to key digital platforms such as Showbie, Seesaw, Magma Maths and Project Evolve, ongoing maintenance and technical support through Eduthing, and the purchase of new devices and digital resources to enhance teaching and learning across the curriculum. Investment also supported staff professional development and the continued development of Online Safety provision.
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?
Computing develops pupils as safe, responsible and resilient digital citizens. Through Online Safety education, collaborative learning and purposeful use of technology across the curriculum, pupils develop independence, creativity, problem-solving skills and the digital literacy needed for life beyond primary school.	Computing provides excellent opportunities to promote Fundamental British Values. Individual liberty is developed by teaching pupils to make safe, informed and responsible choices when using technology and navigating the online world. Mutual respect is fostered through collaborative digital projects, respectful online communication and understanding the importance of positive digital citizenship. Democracy is promoted by encouraging pupils to share ideas, evaluate different viewpoints and work collaboratively when solving problems. The rule of law is reinforced through understanding acceptable online behaviour, copyright, privacy, data protection and the importance of following school rules and online safety guidance. Pupils also develop tolerance and respect for others by recognising that technology connects people from diverse cultures, backgrounds and perspectives across the world.
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?
Continue to embed the Digital Strategy across the school, ensuring technology is used consistently and purposefully to enhance teaching, learning and assessment. As 1:1 devices are introduced across Key Stage 2, our focus will be on ensuring every pupil develops the confidence, independence and digital skills needed for secondary school and beyond.	1. TT Rockstars - to continue developing pupils' multiplication fluency, support retrieval practice and build on the excellent outcomes achieved in the Year 4 Multiplication Tables Check. 2. Showbie subscription - to support the continued rollout of the school's Digital Strategy by providing a consistent platform for teaching, learning, feedback, assessment and communication across Key Stage 2. 3. iPad accessories (protective cases, Apple Pencils/styluses and charging solutions) - to

	maximise the effective use, longevity and accessibility of devices, ensuring pupils can make full use of technology to support learning across the curriculum.
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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 Showbie, 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:

	<i>Autumn</i>		<i>Spring</i>		<i>Summer</i>	
<i>R</i>	Online Safety	Understanding the World	Online Safety	Understanding the World	Online Safety	Understanding the World
<i>1</i>	Online Safety	BeeBots	Online Safety	Typing	Online Safety	Paint/Scratch JR
<i>2</i>	Online Safety	Posters/Photos and captions	Online Safety	Typing	Online Safety	Scratch (Shape)
<i>3</i>	Online Safety	Scratch - Boat Race	Online Safety	Word and Powerpoint	Online Safety	Making videos
<i>4</i>	Online Safety	Scratch - Quizzes	Online Safety	Publisher and Excel	Online Safety	Scratch - Archery
<i>5</i>	Online Safety	Catch the Sprite - Scratch	Online Safety	Stop Motion & Space Invaders (Scratch)	Online Safety	Flowol and Powerpoint
<i>6</i>	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? Teachers provide responsive, in-the-moment feedback throughout Computing lessons, using questioning, live demonstrations, modelling and targeted support to address misconceptions as they arise. Digital platforms such as Showbie also enable teachers to provide timely written and verbal feedback, allowing pupils to reflect on and improve their work. Pupils are encouraged to debug, edit and refine their digital creations independently, developing resilience and problem-solving skills. Quality Assurance, pupil voice and teachers' ongoing assessment demonstrate that pupils confidently apply feedback, develop increasing independence and make strong progress in their digital knowledge and skills. Monitoring shows that pupils are able to build upon prior learning, apply technology purposefully across the curriculum and demonstrate increasing confidence when selecting appropriate digital tools.	Is your subject an SDP priority? Yes. The implementation of Westfield's Digital Strategy has been a key School Development Plan priority this year. This has focused on embedding technology to enhance teaching, learning and assessment, improving staff confidence and digital pedagogy, and successfully piloting the Year 4 1:1 device programme in preparation for the Key Stage 2 rollout. Has there been school training and/or development related to your subject/specific SDP objectives? Have you taken part in any individual research? Extensive professional development has supported the implementation of the Digital Strategy. I have led staff training on Showbie, Magma Maths, AI in Education, Kagan cooperative learning structures, effective use of digital technology and Online Safety. I have continued to attend Computing network meetings and successfully completed the AI in Education Certification, enabling me to lead the strategic development of AI and digital learning across the school. What has been the impact of this on the children and staff? The Digital Strategy has significantly increased staff confidence in using technology to enhance teaching and learning. Pupils have become more independent, engaged and digitally fluent through the successful Year 4 1:1 device pilot, while digital platforms have improved organisation, feedback, accessibility and opportunities for collaboration. The success of the pilot has provided a strong foundation for the rollout of 1:1 devices across Key Stage 2 from September 2026.