



Langley Fitzures CoE Primary School Computing Pedagogical

Rationale

Our computing CPD programme is rooted in evidence-informed teaching practices drawn from key learning theories. Central to our approach is constructivism, where pupils build knowledge actively through creating and exploring. Strategies like PRIMM and project-based learning reflect this by guiding learners from understanding to invention.

We incorporate cognitive load theory to sequence learning in manageable steps, using techniques such as code tracing to build foundational skills before applying them in creative contexts. Building on Vygotsky's social constructivism, we embed structured talk, pair programming, and peer instruction to support learning through collaboration and dialogue.

Furthermore, we develop pupils' metacognitive skills by encouraging prediction, debugging, and reflection, helping them become more independent and thoughtful learners. By situating learning in purposeful, authentic tasks, we also draw on situated learning theory, ensuring that computing feels relevant and meaningful.