

Computing Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield



1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vison

Computers are a big part of everyday life and for many of us at St Lawrence CE Primary using technology is essential to our lives, both at home and at school. Children need to be taught the skill of computational thinking to support them in today's digital world.

At St Lawrence CE Primary, our computing curriculum helps our children to become computational thinking problem solvers through programming. When using technology in a variety of ways, we allow our pupils to solve problems, design systems and understand the power and limits of machine intelligence. Computational thinking is a skill that will empower our children and they will be better prepared for today's world and the future as they use their computational thinking to understand and use computer-based technology in a purposeful and safe way.

Throughout our computing curriculum, our pupils develop a respectful and responsible attitude towards using technology, especially with regards to their own and other's safety. It is important that the children understand the advantages and disadvantages associated with online experiences and they understand the measures they need to take to keep them and others safe in the digital world. Our children understand the regular changes and updates that occur when using technology safely and are given a safe space to navigate and interact with the digital world.

Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

3. Aims and outcomes

The national curriculum for Computing aims to ensure that 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

4. Teaching and learning

The Computing curriculum at St Lawrence CE Primary aims to equip young people with the knowledge, skills and understanding they need to thrive in the digital world of today and the future. Our Computing learning journey is sequenced to ensure that the key skills of computational thinking are embedded from the start of the school journey and there is a purpose for everything the child creates. Every year group will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills within the strands of digital literacy, information technology and computer science. Our children begin their journey with technology in Early Years, with access to the interactive whiteboard, iPads and BeeBots. Throughout their time at Primary school, children have the opportunity to demonstrate their understanding of computational thinking using a variety of hardware (desktop PCs, iPads and programmable equipment) and software that they need to understand abstraction, logic, algorithms and data representation. Our computing curriculum gives our children opportunities to make purposeful links with other curriculum areas to support and share learning.

Children have the opportunity to explore and respond to key issues such as digital communications, cyber-bullying, online safety, security and social media. Online safety and responsible use of technology are topics covered in computing and lessons, assemblies and during events such as Safer Internet Day.

At the start of each Unit of Work, children will review previous learning and will have the opportunity to share what they already know with their peers and there will be opportunities to share expertise within the class.

Teaching approaches are varied, but might include:

- Whole- class teaching
- Small group discussions
- Use of different software and devices
- Paired work
- Discussing scenarios

- Individual projects/research
- External speakers

5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

6. Cross-curricular links

In Computing, there are many opportunities for cross curricular links. This may include:

Computing shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: position, direction and angles
- History: research of historical events/ people
- Art: use of software to complete an art project
- Geography: digital maps
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards others and understanding personal safety

7. Assessment and recording

7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is recorded at the end of each unit of work.

Feedback

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Educational equipment

In Computing lessons, we use a variety of resources such as:

- Laptops
- iPads
- Apps and programmes (including Book Creator and Scratch)
- BeeBots

8.2 External speakers, local museums, trips

To further engage pupils in Computing, pupils take part in an online safety workshop delivered by an external speaker. An external speaker also delivers a workshop for parents on online safety.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject

- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Sign the home school agreement

10. Inclusion

Teachers set high expectations for all pupils in Computing. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Computing, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Computing.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)