Computing Policy

Reviewed on: Autumn Term 2025

Date to be reviewed: Autumn Term 2026

Review to be led by: Rachel Poole

St Aidans Catholic Primary School
Computing Curriculum statement 2025- 2026

Intent:
At St Aidans Catholic Primary School, our computing curriculum is designed to provide all pupils with the knowledge and skills necessary to thrive in an increasingly digital society. By using TeachComputing.org, we deliver a robust and progressive curriculum from Year 1 to Year 6. Our aim is for pupils to develop a comprehensive understanding of technology's role in the world and to become confident, responsible, and creative users of technology.

We focus on enabling pupils to develop computational thinking, problem-solving skills, and digital literacy. These essential skills will not only help them in their academic studies but also in their future careers, where digital competence will be crucial. Moreover, we aim to instil in our pupils an understanding of online safety, data privacy, and the ethical implications of digital use, ensuring they can navigate the digital world safely and responsibly.

Implementation:
Our computing curriculum is delivered through the TeachComputing.org programme, which covers all aspects of the national curriculum. Lessons are carefully structured to build on pupils' prior learning, ensuring a clear progression in both knowledge and skills. Computing is taught both discretely and as part of cross-curricular links, enabling children to apply their computing skills in various subjects.

From Year 1 to Year 6, the curriculum focuses on three key areas:
1. Computer Science – Pupils learn the principles of programming, coding, algorithms, and problem-solving.
2. Information Technology – Pupils use a range of digital tools to collect, analyse, and present data, developing practical skills in working with technology.
3. Digital Literacy – Pupils are taught how to use technology safely and responsibly, including understanding how to protect their personal information and the importance of online safety.

We utilise a range of devices, including; desktops, laptops, iPads, and interactive whiteboards, to support pupils' learning. Pupils engage in hands-on activities and real-world problem-solving tasks, encouraging them to experiment with technology creatively. Staff are supported with continuous professional development (CPD) to ensure they are confident in delivering high-quality lessons.

Impact
The computing curriculum at St Aiden's aims to develop confident and competent technology users who are prepared for the demands of modern life and future education. Pupils leave our school with a solid understanding of how technology works and how to use it responsibly. Through a mix of practical and theoretical learning, pupils gain a depth of

knowledge that is applicable across the curriculum, helping to develop essential life skills such as critical thinking, creativity, and resilience.

Our assessment methods, including both formative and summative assessments, enable teachers to track pupils' progress throughout the year. Feedback is regularly provided to ensure that all pupils are supported in reaching their full potential.

St Aidans' Catholic Primary School - Computing Policy

Introduction

The computing curriculum offers opportunities for our children to learn key computing skills for use in everyday life as stated in the National Curriculum. We use a variety of equipment to achieve this goal. We have taken into account the issues surrounding Safeguarding and e-safety when using computing technology (see relevant policies).

This policy sets out St Aidans' aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Computing Lead (Mrs Rachel Poole) in consultation with the SENCO, Leadership Team and teachers. This policy is based on government-recommended/statutory programmes of study.

Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed at the start of every academic year.

Aims and Purposes

St Aidans believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

- Provide an exciting, rich, relevant and challenging curriculum for all pupils.
- Enthuse and equip children with capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved and manipulated.

- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: Online Safety

Online safety has a high profile at St Aidans for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents (need to send out a parental AUP via email) have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.

Curriculum

At St Aidans Catholic Primary School, we have chosen to implement the TeachComputing.org Scheme of Work from Year 1 to Year 6. This comprehensive scheme ensures that our teachers can deliver engaging and progressive lessons that meet the national curriculum's objectives for computing. The resources provided by TeachComputing.org enable us to deliver a high-quality computing education, ensuring that all pupils reach their full potential. We are confident that this scheme offers immense flexibility and strong cross-curricular links, making it an effective tool for integrating computing into other subjects. Additionally, it provides excellent support materials for teachers, particularly those who may feel less confident in delivering computing lessons.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to ‘paint’ on the interactive board/devices or control remotely operated toys (Bee Bots).

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.

Assessment

Assessment in computing is both formative and summative, enabling us to monitor and track pupils’ progress effectively. Formative assessment occurs during each lesson through observation, questioning, and discussions. This allows teachers to provide immediate feedback and address any misconceptions as they arise.

At the end of each unit, summative assessments are conducted to evaluate pupils' understanding and skills. These assessments help inform future planning and ensure that each pupil is progressing as expected. Teachers keep detailed records of pupil attainment, which are used to guide next steps in learning. Pupils are assessed and tracked on Target Tracker at the end of each term, to show their overall progression in Computing.

Resources

- All resources are procured with the underlying considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader/SLT.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader/ SLT.
- An itemised list of all resources is shared with staff and kept up to date by the Computing Leader/SLT.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.
- Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

Inclusion

At St Aidans we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN with or without an EHP. We place emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day. (Giving computing access – iPads, to those designated children.)

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to track children's work using Target Tracker.

Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Lesson observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring
- Target Tracker

Evaluation and Feedback will be achieved through:

- Using recognised standards documentation for end-of-year expectations.

- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/CPD/staff meetings.

Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Headteacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy and Safeguarding policy.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.

Computing Leader

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping informed with the latest educational technology initiatives.
- Conducts routine scheduled maintenance/updates on systems.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Working collaboratively with the school technician team.
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician

At this moment, we have support from LGFL.

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Administration Staff

- Maintains the school website content.
- Posts approved requests to the school's social media accounts.
- Supports procurement of resources and technical services.
- Supports the technician with some data management.

Health and Safety

- St Aidans takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.
- Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for.
- Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.