



Learn and Grow Together in Christ

**St. Mary's RC Primary School**

**Computing Policy**

**2025-2026**

Reviewed by L. Jones - November 2025

Agreed by Governing Board - November 2025

Policy will be reviewed by September 2026

# Computing Policy 2025 - 2026

## Our Mission

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

## INTENT

We at St. Mary's aim to prepare our learners to be active participants in a digital world by providing the opportunities to gain the required knowledge and skills through our Computing curriculum. This curriculum encompasses the progression of skills in digital literacy, computer science, information technology and online safety as advocated in the primary National Curriculum. These skills are built upon from year to year ensuring that learning is embedded and the children's knowledge and understanding is successfully developed. Our Computing curriculum also provides opportunities for cross curricular learning and opportunities for children to develop their creativity.

### **1. Aims and objectives:**

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.

## IMPLEMENTATION

### **1. Statutory Requirements**

1.1 This policy reflects the requirements of the *National Curriculum Programmes of Study*, which all maintained schools in England must teach.

1.2 It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of

governing boards set out in the Department for Education's *Governance Handbook*.

1.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.

## **2. Subject Organisation**

### **2.1 Planning**

2.1.1 In Early Years Foundation Stage (Reception), the children experience Computing through the teaching of the seven Early Learning Goals. Computing makes a significant contribution to the objective in the Early Learning Goals of developing a child's knowledge and understanding of the world. The skills developed in the stage aim to give the children knowledge and skills to begin the national curriculum.

2.1.2 In Key Stages One and Two, Computing is planned and taught weekly following the National Curriculum statutory requirements for each year group across the school. We follow the NCCE Teach Computing Scheme. By following this scheme of work, we ensure that all children receive full coverage of the curriculum in a progressive way that builds on their knowledge and skills as they progress through school.

2.1.3 The statutory skills required are embedded throughout the teaching of each Computing topic across all year groups. These skills are built upon in each year group, so that children are increasingly challenged and further develop their Computing skills.

### **2.2 Cross-curricular links**

#### **2.2.1 English**

There are opportunities in our curriculum where Computing can contribute to the teaching of English through reading, writing, speaking and listening.

Children develop oral skills through discussions and group/partner work such as creating podcasts. Children have the opportunity to develop reading and writing skills, e.g. through the use of ICT devices to research online using encyclopaedias, dictionaries and thesauruses.

#### **Mathematics**

Computing shares strong links with mathematics through taking measurements (length, time, mass etc), data handling and presenting data in pictograms and charts. Children also have the opportunity to develop sequencing skills through the programming units.

#### **Science**

Computing provides opportunities to link with science through the use of data loggers, audio equipment, electrical circuits etc.

### **3. Equal Opportunities**

#### **3.1 Protected Characteristics and Inclusion**

3.1.1 All children in school have regular access to Computing appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our Computing planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

3.1.2 Teachers set high expectations for all pupils. 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 SEN
- Pupils with English as an additional language (EAL)

Teacher's planning will ensure that children who are more able or those with low prior attainment are catered for.

The Pupil Premium strategy outlines provision for pupils from disadvantaged backgrounds.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, 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 all subjects.

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

3.1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **4. Spiritual, Moral, Social and Cultural Development**

Our Computing curriculum supports SMSC development by:

4.1 Preparing the children for the challenges of living and learning in a technologically-enriched, increasingly inter-connected world.

4.2 Making clear the guidelines about the ethical use of the internet.

4.3 Acknowledging advances and appreciation for human achievement.

*Additionally see Online Safety Policy.*

## **5. Assessment and Reporting**

5.1 Teacher assessment is the basis for assessment in Computing. The teacher will assess children's knowledge through observations of practical tasks and discussion with the child during and after Computing lessons. Formal assessment of key knowledge will take place at the end of a topic. Assessment sheets are completed by the class teacher based on the specific key learning targets for each Computing topic, provided on the Teach Computing website. The children are assessed as working towards achieving the key learning, secure in the key learning or working at greater depth.

The Computing subject leader is responsible for ensuring that teachers' assessments are accurate. They will keep a record of assessment data and create a portfolio of evidence for Computing being taught around the school.

## **6. Role of the Subject Leader**

### **6.1 Monitoring and Review**

The Computing subject leader, SLT and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Computing. The Computing subject leader is responsible for supporting colleagues in the teaching of Computing, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in school. The Computing subject leader will report to the Governing Body annually.

### **6.2 Resources**

Resources are held in central stores within school and on the school's SharePoint. At present, Computing resources can be found in the main building. Additionally, each class has their own set of 6 iPads.

## **7. Role of the Governing Body**

7.1 The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

7.2 The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## **8. Additional Subject Information**

### **8.1 Health and Safety**

Children will be taught how to use scientific equipment safely. Scientific investigations will be risk assessed (if necessary), modelled and led by teachers to ensure they are carried out safely.

## **9. Linked Policies**

This policy should be read in conjunction with the following policies:

- Marking and Feedback
- Special Educational Needs and Disabilities
- Assessment
- Behaviour
- Presentation
- Pupil Premium

## **10. Policy Review**

This policy will be reviewed November 2026.

### **AGREED BY:**

Acting Headteacher: L Bushell

Governor: D Frazer

### **SEE ALSO:**

Feedback & Marking Policy

Teaching & Learning Policy

Online Safety Policy

Inclusion Policy

### **List of abbreviations**

IEP Individual Education Plan

EHC Education, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

KLIPs Key Learning Indicators of Performance in Primary Schools

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

RoL Raise on Line

LSIP Lancashire School Information Profile

## **Roles and Responsibilities:**

### **SEC Committee**

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

### **Headteacher**

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

### **SLT**

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

### **Subject leaders**

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

### **Teachers**

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school

