



ST.MARY'S RC
PRIMARY SCHOOL

WE PRAY, PLAY & RESPECT ALL

Computing Policy

Policy purpose and vision

At St Mary's RC Primary School, we recognise that Computing is an essential part of modern life and that all pupils should have the opportunity to become responsible, confident, creative and competent users of technology. This policy sets out the school's approach to the teaching and learning of Computing and reflects our commitment to providing a broad, balanced and progressive curriculum that prepares pupils to participate safely and effectively in an increasingly digital world.

Our Computing curriculum aims to ensure that all pupils:

- understand and apply the fundamental principles and concepts of Computer Science, including logic, algorithms and data representation;
- analyse problems in computational terms and have repeated practical experience of writing computer programs to solve them;
- 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;
- develop secure digital literacy and understand how technology can be used purposefully and creatively;
- develop knowledge and skills progressively through a coherent and sequenced curriculum;
- understand how to use technology and the internet safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour and knowing where to seek help.
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1 · Inclusion

Inclusive entitlement and curriculum adaptation

All pupils are entitled to access a broad and balanced Computing curriculum. Teaching and resources will be adapted where appropriate so that pupils with different needs can participate successfully. Staff will promote positive attitudes towards Computing and challenge stereotypes so that all pupils see themselves as capable users and creators of technology.

2 · Curriculum and Teaching

Curriculum continuity and breadth

Computing is taught using the Teach Computing Curriculum. This scheme is funded by the Department for Education and provides a structured, progressive curriculum from Year 1 to Year 6. It supports the teaching of the three key strands of the Computing curriculum: Computer Science, Information Technology and Digital Literacy.

The curriculum is designed around a spiral model. Key themes are revisited regularly, with pupils returning to prior learning and developing their understanding through increasingly challenging units. This supports retention, consolidation and progression, while enabling meaningful connections to be made between learning in different year groups.

At St Mary's, year groups follow the agreed long-term plan and progression model. Where appropriate, year groups focus on the same broad aspect of Computing at the same time to support consistency, shared language and whole-school development. The most up-to-date curriculum overview and progression information is held within the Computing Coordinator files and associated Teach Computing resources.

Everyday lesson delivery

Computing is taught regularly across the school, normally through a weekly lesson or, where appropriate, through a planned block of lessons. Teachers follow the agreed curriculum sequence and use the Teach Computing planning and resources to ensure that learning is progressive and builds on prior knowledge.

Each Teach Computing unit provides teachers with a sequence of planned lessons, supporting resources, a knowledge organiser and a unit guide to support teacher subject knowledge and professional development. Knowledge organisers should be available to pupils while they are working through a unit and may be used to support retrieval, vocabulary and understanding.

Teachers are expected to adapt teaching and learning appropriately to meet the needs of their class while maintaining the intended learning and progression of the curriculum. Pupils should have opportunities to explore, create, investigate, solve problems and apply their learning practically. Support and appropriate adaptation should enable all pupils, including those with SEND, to access the Computing curriculum.

Evidence of teaching and learning

Computing learning may be evidenced in a range of appropriate ways. At St Mary's, evidence may be recorded through:

- Computing workbooks, including completed printed worksheets and other written evidence;
- digital evidence, such as screenshots, photographs, files or recordings, where this provides the most appropriate evidence of learning;
- Seesaw, where currently used to store and organise digital evidence;
- Google Classroom, particularly when pupils are using Chromebooks, as a platform for saving, submitting and organising digital work.

Teachers should select the most appropriate method of evidencing learning rather than attempting to record every aspect of a practical Computing lesson. Evidence should demonstrate pupils' learning and progression over time. The school is continuing to develop a sustainable approach to digital evidence and will increasingly explore the use of Google Classroom as an alternative to premium evidence-storage software.

Assessment and responsive teaching

Computing is assessed using teachers' professional judgement, informed by pupils' work, responses, practical application and demonstrated knowledge and skills. To support consistency, St Mary's uses an agreed assessment tracker containing the identified end points for each term.

The assessment tracker supports teachers in identifying the extent to which pupils have achieved the intended learning. The agreed tracker includes end points, including an identified greater-depth objective, to inform teacher judgement. Assessment information should be completed consistently and used to identify pupils who require further support, pupils who have secure understanding and areas of the curriculum requiring further teaching or development.

Assessment is not separate from teaching and learning. Teachers should use formative assessment throughout lessons and units to respond to pupils' needs and inform next steps. Subject-level assessment information will also be reviewed to identify strengths, trends and priorities for further development.

Resources and infrastructure

St Mary's has a range of technology available to support the teaching and learning of Computing, including class sets of iPads and Chromebooks, alongside other age-appropriate resources. The Computing Subject Leader will work with staff and IT support to ensure that hardware is maintained, accessible and appropriate for curriculum delivery.

A regular technology audit will be undertaken to identify issues relating to hardware, software, charging, storage, accessibility and accounts. Appropriate software and online platforms will be made available to support curriculum delivery. Teachers should ensure that pupils can access the accounts and resources required for planned lessons.

Online safety

Online safety is an integral part of Computing and is also reinforced through the wider curriculum. At St Mary's, all pupils are taught how to use technology safely, respectfully and responsibly. Online safety is addressed through the Computing curriculum and through the school's PSHE provision where appropriate.

The school uses Smoothwall filtering and monitoring tools on relevant devices. Pupils are expected to use their individual logins where required when accessing the internet, and staff must ensure that agreed systems are followed. Filtering and monitoring arrangements form part of the school's wider safeguarding approach.

Safer Internet Day is celebrated annually and provides a significant opportunity to raise the profile of safe and responsible technology use across the school. Additional resources and initiatives, including age-appropriate digital citizenship activities, may be used to reinforce key messages throughout the year.

Staff development and CPD

The school recognises that staff confidence and subject knowledge are essential to the successful delivery of the Computing curriculum. Teachers have access to the Teach Computing planning resources and unit guides, which provide subject knowledge and pedagogical support. Additional professional development may be provided through staff meetings, subject-specific training and access to external or online CPD opportunities.

The Computing Subject Leader will maintain an open-door approach and provide support to staff where required. All staff are expected to become familiar with the agreed planning and assessment tools and to develop confidence in teaching the full Computing curriculum, including Computer Science, Information Technology and Digital Literacy.

3 · Achievement

Expected outcomes

By the time pupils leave St Mary's RC Primary School, we aim to develop pupils who are responsible, confident and creative users of technology, who can apply computational thinking beyond the Computing curriculum. Pupils will become digitally literate and active participants in a digital world. They will understand how to stay safe whilst using technology and the internet, minimising risk to themselves and others. It is vital that all children understand and follow our agreed online safety rules and know who to contact if they have concerns, including how to use appropriate reporting functions.

Our pupils will have repeated practical experience of writing computer programs to solve problems, including through the use of logic, decomposition and algorithms. They will develop the ability to ask and answer questions through collecting, analysing, evaluating and presenting data and information. Pupils will also develop an understanding of how digital networks work and the services they provide, enabling them to use search tools effectively whilst evaluating the relevance and reliability of content. Ultimately, we want our children to be respectful, responsible and competent digital citizens who have the knowledge and confidence to support themselves and others online.

Raising the profile of Computing

The school is committed to raising the profile of Computing beyond discrete lessons. Opportunities will be sought to celebrate significant national and international events, including Safer Internet Day and coding-focused initiatives. Whole-school challenges, assemblies, displays, enrichment opportunities and cross-curricular applications of technology may be used to celebrate pupils' achievements and increase enthusiasm for Computing.

The Computing Subject Leader will explore appropriate software and platforms that can provide additional engaging opportunities for pupils to develop coding and computational thinking, where these complement the agreed curriculum and represent good educational value.

Roles and responsibilities

The Headteacher and senior leaders are responsible for supporting the effective implementation of this policy and ensuring that appropriate resources are available. The Computing Subject Leader is responsible for the strategic development of the subject, curriculum oversight, monitoring, assessment development, resource management and supporting staff. Class teachers are responsible for planning and delivering high-quality Computing lessons, assessing pupils' learning and following agreed school systems. Pupils are expected to use technology responsibly, follow agreed online safety expectations and take increasing responsibility for their learning.

Monitoring and review

Monitoring and evaluation

The Computing Subject Leader is responsible for monitoring and evaluating the quality and impact of Computing across the school. Monitoring may include learning walks, work scrutiny, review of assessment information, planning reviews, pupil voice and staff voice.

Monitoring is used to identify strengths and areas for development, inform subject action planning and shape future staff development. A key priority is to ensure that pupils receive consistently high-quality Computing experiences regardless of class or teacher. Staff questionnaires and discussions may be used to identify confidence levels and inform targeted CPD and support.

This policy will be reviewed annually by the Computing Subject Leader, or sooner if there are significant changes to national requirements, school systems or curriculum provision.

Revised and adopted by the Governing Body

Date: September 2026

Review Date: September 2029