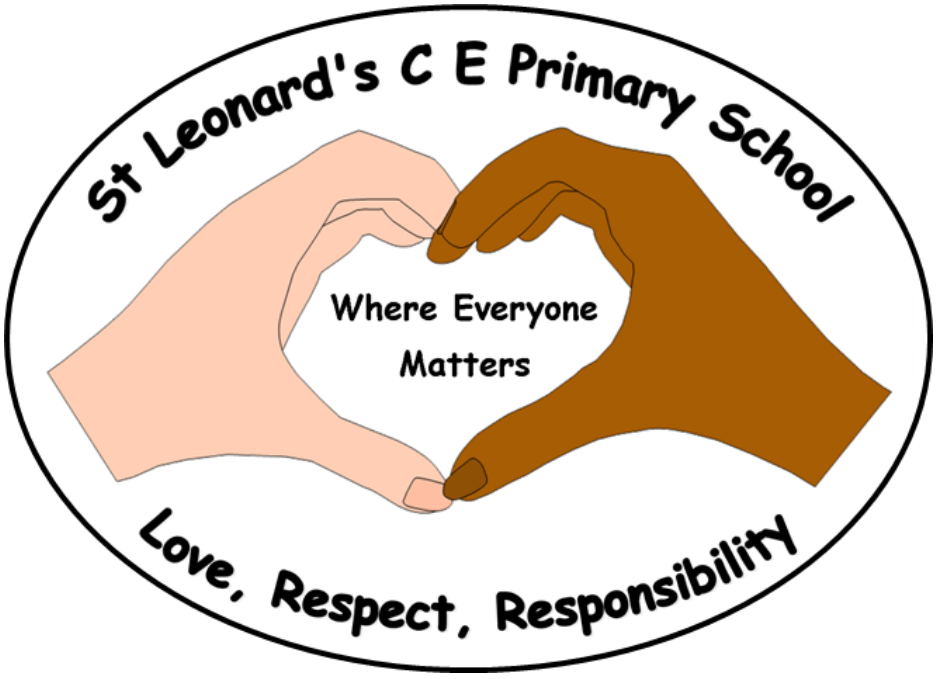
Computing Policy



Approved by:	**Full Governing Body**
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1. Intent

A high-quality computing education equips pupils to use computational thinking and creativity to understand and interact with the world, in a safe way. There are many opportunities for our EYFS children to use technology to solve problems and produce creative outcomes.

In Key Stage 1 and Key Stage 2 Computing has deep links with mathematics, science and many other curriculum areas, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create and use programs, systems and a range of digital content.

Computing also ensures that pupils become digitally literate – are able to use and express themselves and develop their ideas through information and communication technology – at a level suitable to prepare them for the future workplace and as active participants in a digital world. We want all children to become practical problem solvers who apply invention and resourcefulness to real world systems and ideas.

This combination of principles, practice and invention makes computing an extraordinarily useful and intensely creative subject, suffused with excitement, both visceral (‘it works!’) and intellectual (‘that is so beautiful’). Within Computing at St. Leonard’s CE Primary School, we aim to engage, challenge and inspire all our pupils to achieve as much as they are capable.

This policy document sets out the school's aims, principles and strategies for the delivery of Computing. It gives guidance on planning, teaching and assessment and is intended to be used in accordance with the NCCE Framework for Computing and the 2014 curriculum. It will form the basis for the development of learning in the school over the next 3 years and is a working document, subject to review. The Online Safety Policy and the Use of AI Policy should also be read in conjunction with this policy.

2. Our aims are to develop:

• Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.

• The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

• An understanding of the connected nature of devices.

• The ability to communicate ideas well by using applications and devices throughout the curriculum.

• The ability to collect, organise and manipulate data effectively.

• An understanding of how to review information for inaccuracies and bias.

• An understanding of the risks and benefits of using AI.

3. Implementation

At St Leonard's CE Primary School, we have adopted the NCCE Teach Computing curriculum to support teachers to deliver subject specialist knowledge in small, progressive steps to enable all pupils to achieve the best outcomes. Through our two-year rolling curriculum, we adopt both units of work from each phase within a single year to ensure all children have had access to the prior learning. For example, in UKS2, pupils will cover units 1, 2 and 3 from both Y5 and Y6 in Year 1 of the two-year rolling programme and units 4, 5 and 6 from both Y5 and Y6 in Year 2 of the two-year rolling programme.

Individual lessons and sequences of learning follow the school's Teaching and Learning Policy which is based upon Rosenshine's principles of instruction, with a strong focus upon revisiting prior knowledge, modelling and practising new skills, and reviewing learning. In this way learning about Computing is cumulative, enabling children to know more, remember more and be able to do more over time.

In addition to this, from September 2025, teachers will use resources from SWGFL Project Evolve to plan opportunities for learning about online safety in addition to the content covered in the PSHE curriculum. This will provide progressive content linked to each unit of computing work.

4. Resources

• Every classroom has a laptop and interactive whiteboard to support the delivery of all subjects.

• Every department has an iPad trolley containing 15 iPads. Each pupil is allocated a numbered iPad to use so that their activity can be monitored through Securus for safeguarding purposes.

• Every department has a Chromebook trolley containing 30 Chromebooks. Pupils log into these using their Google accounts; this activity is monitored through Securus for safeguarding purposes.

1. Other resources available in school include: Beebots, a datalogger and Microbits.

5. Inclusion

All aspects of Computing are planned and taught so as to ensure they are accessible to all, regardless of age, gender, background or physical ability. Lessons are planned so that all children, including those with SEN status and children with English as an additional language, are able to access and enjoy the content as well as make good progression. Lessons are appropriately adapted to meet the needs of children of all abilities.

6. Impact

We believe that when assessing Computing, it is important to look for evidence of knowledge of understanding as well as technical skills. We assess through observation of work on tasks, contribution to class discussion and peer discussions. Asking pupils to talk about what they have learned as well as showing the work they have completed provides important evidence of learning.

An assessment model has been devised in line with other curricular areas and children will be assessed against National Standards within computing.

7. Monitoring arrangements

This policy will be reviewed every 3 years by the Full Governing Body.

8. Links to other policies

This policy is linked to our:

Online Safety policy

AI policy

Curriculum policy

Teaching and Learning policy