# St Alban's C.E Primary School

# Computing policy

# January 2026

**Faith Hope Love**

# Our school vision

Our vision is that all our pupils should grow in:

**Faith** in God, or be inspired by faith, and in their own ability to fulfil their potential,

**Hope** to be the best of examples, to work to change themselves and the world for the better, and

**Love**, reflecting God's love in unselfish love for others.

**Our vision is based on the God given virtues of:**

# FAITH, HOPE AND LOVE

**1 Corinthians 13:13**

**Faith Hope Love**

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1. Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content.

At St Alban's CE Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

2. Aims

The school's aims are to:

• Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.

• Develop pupil's computational thinking skills that will benefit them throughout their lives.

• Meet the requirements of the national curriculum programmes of study for Computing at Key Stage 1 and 2 and Development Matters

• To respond to new developments in technology

• To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.

• To enhance and enrich learning in other areas of the curriculum using IT and computing.

• To develop the understanding of how to use computers and digital tools safely and responsibly

The National Curriculum for Computing aims to ensure that all pupils:

• can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication

• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

• are responsible, competent, confident and creative users of information and communication technology.

3. Rationale

The school believes that IT, computer science and digital literacy:

• are essential life skills necessary to fully participate in the modern digital world.

• allows children to become creators of digital content rather than simply consumers of it.

• provides access to a rich and varied source of information and content.

• communicates and presents information in new ways, which helps pupils understand, access and use it more readily.

• can motivate and enthuse pupils.

• offers opportunities for communication and collaboration through group working

• has the flexibility to meet the individual needs and abilities of each pupil.

4. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. 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. 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.

5. ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation and 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 and Disabilities (SEND).

• 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.

HEADTEACHER

The headteacher is responsible for ensuring that this policy is adhered to, and that:

• All required elements of the Computing Curriculum, and additional provision which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.

• The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.

• Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.

• They manage requests to withdraw children from non-statutory elements of the curriculum, where appropriate.

• The school's procedures for assessment meet all legal requirements.

• The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

• The governing board is advised on whole-school targets within the School Development Plan (SDP) in order to make informed decisions.

• Proper provision is in place for pupils with different abilities and needs including International New Arrivals (INA) and children with Special Educational Needs and Disabilities (SEND).

**Subject Leadership**

The computing Subject Lead works closely with class teachers to ensure that the school curriculum is implemented in accordance with this policy by:

• Monitoring in line with the school's Monitoring and Assessment Timetable.

• Attending and disseminating relevant continuing professional development (CPD) courses.

• Devising and implementing a subject specific action plan in line with the school's SDP.

• Sharing effective practice.

• Supporting staff, including Early Career Teachers (ECT'S)

• Raising the profile of and championing their subject within school and the wider school community.

• Analysis of data.

INTENT, IMPLEMENTATION AND IMPACT

INTENT

St. Alban's CE Primary School's Computing Curriculum is broad and ambitious, and designed to give all our pupils, particularly those that are disadvantaged and pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Early years (see also early year's policy)

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

By the end of key stage 1 pupils are taught to:

• 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

• use logical reasoning to predict the behaviour of 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.

By the end of key stage 2 pupils are taught to:

• design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

• 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

• 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 world-wide web; and the opportunities they offer for communication and collaboration

• 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

• 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.

7. IMPLEMENTATION

St Alban's CE Primary School's Computing Curriculum is designed in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. For further information refer to Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy and subject specific policies. Our key principles of implementation include:

• Teachers have expert knowledge of the subjects they teach

• Teachers present key concepts clearly and invite appropriate discussions

• Teachers check pupils' understanding effectively, identifying and correcting misunderstandings

• Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently

• Teachers enable pupils to transfer key knowledge to long-term memory, sequence the learning and ensure that it is building towards the defined end points

• Teachers use assessment to check pupils' understanding

• Teachers use assessment to help pupils embed and use knowledge fluently, develop their

understanding, and not simply memorise disconnected facts.

These core principles are cornerstones of the school's continuing success:

HIGH EXPECTATIONS

The school, its teachers, governors, parents and other adults have high expectations of our pupils. This produces a consistently positive and respectful learning ethos in and outside the classroom through displays and the celebration of student work. The students are well behaved, fully engaged in their learning and are confident, respectful members of the school community.

PLANNING

Lessons are planned using the National Curriculum and school's Computing Skills Progression objectives.

Lesson plans for main sections of the curriculum (e.g. coding) are also available for teachers to use and adapt as necessary for their class with the support of the Rising Stars SOW.

A minority of children will have particular teaching and learning requirements which go beyond the

provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in accordance with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are effected.

LITERACY/TECHNICAL VOCABULARY

Teachers and teaching assistants deliberately use higher level and technical vocabulary whilst ensure pupils understand the conceptions involved. As a result, students are more able to understand the curriculum content, extend their vocabulary and are more articulate in discussion.

EARLY YEARS FOUNDATION STAGE

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive.

SPECIFIC AREA:

• Knowledge of the world (Computing – comes under this area)

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of

adult-led and child-initiated activities. At St Mary's School, we recognise that children learn and develop in

different ways and at different rates. We value all areas of learning and development equally and

understand that they are inter connected and ensure:

8. INCLUSION

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).

Teachers will plan lessons so that pupils with Special Education Needs and Disabilities (SEND) can study every National Curriculum subject 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 SEND Policy and information report.

9. MONITORING ARRANGEMENTS

Governors monitor coverage of National Curriculum subjects and compliance with other statutory

requirements through:

• The Board of Governors Curriculum Committee is responsible for monitoring the way the school

curriculum is implemented – agenda led and monitored to address each subject area including

Computing.

• Named Governors with responsibility for Computing - governors liaise with the subject leaders and monitor closely the way the school teaches Computing.

• The Deputy Headteacher is responsible for the day-to-day organisation of the Computing curriculum and monitoring the way that thesubject is taught throughout the school through:

- Lesson Observations;

- Learning Walks;

- Pupil Voice;

- Analysis of data;

- Planning Scrutinies;

- Work Scrutinies.

10. IMPACT OF THE SCHOOL'S CURRICULUM

The school implements a broad balanced and enriched Computing curriculum as a result:

• Pupils develop detailed knowledge and skills across the Computing curriculum and, as a result, achieve well. This is reflected in results from national test which exceed government expectations.

• Precision in planning, we know that the Computing curriculum is covered in the required depth exemplified within the statutory and non-statutory guidance of the national curriculum.

• Pupils have the opportunities to regularly revisit concepts and link ideas together.

• High quality programs are used; pupils have a real love of learning.

• Learning begins from two years old. Pupils have access to a range of resources.

• Development of the whole child and gaining a sense of awe and wonder, pupils are happy engaged learners eager to share their learning with adults, family and class peers.

• Strong emphasis on revision of oracy and basic skills pupils' standards are high and pupils are exceptionally well prepared for their next stage of learning.

• High focus on developing specific subject knowledge, as well as the skills in each subject, pupil's progression through the Key Stages is ensured and readily exemplified; through display and case studies, performance and demonstrable achievements.

• Focus on providing opportunities of working with children beyond their own school, sex, religion and experience pupils are able to mix, collaborate and work appreciate the views of others.

• A curriculum focusing on technology in the wider world: pupils to leave St. Alban's CE Primary School able to integrate into modern British Society. Many pupils take on roles with added responsibility, such as computing monitors at school and beyond.

• Active engagement with parents, the curriculum goes beyond the classroom and promotes home study and research, parents are engaged and have ownership of the school and see it as part of the community.

• The computing curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.

• Lessons are planned around pupil's interests and questions, pupils are actively engaged in their own learning and eager to investigate beyond the classroom. (See Exam and Assessment Outcomes).

11. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

• EYFS Policy

• Assessment Policy

• Marking and Feedback Policy

• SEND Policy, SEND Information Report, SEND Offer

• Equality Information and Objectives

• Computing Policy

• Online Safety Policy

• PHSCE/SMCE Policy SEND Policy

• Teaching And Learning Policy