COMPUTING POLICY

Subject Leader: Emily Trott

Review Date: February 2026

This policy reflects the vision statement and aims of our school and should be read in conjunction with the policies listed at the end of this document, the National Curriculum for Computing and Development Matters for the Early Years expectations.

Rationale

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 William Fletcher Primary 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.

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

• 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

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.

Intent

Early years

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.

PLANNING

Lessons are planned using Kapow Computing - a whole-school scheme of work for EYFS to Year 2 pupils. Kapow fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing. Our computing scheme aims to instill a sense of enjoyment around using technology and to develop pupil's appreciation of its capabilities and the opportunities technology offers to, create, manage, organize, and collaborate. Tinkering with software and programs forms a part of the ethos of the scheme as we want to develop pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for the future workplace, but also to be responsible online citizens. The scheme of work enables pupils to meet the end of Key Stage Attainment targets outlined in the National curriculum

Assessment and Record Keeping

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. Assessing computing is an integral part of teaching & learning and key to good practice. Assessment in Computing is process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

Resources

Each classroom has access to at least 1 laptop. Key Stage 1 classes have access to 15 iPads. All classes and the hall have an interactive whiteboard and there is also an interactive whiteboard in the computer room and an additional six laptops. Each class have access to digital cameras, tough-cams, microscopes, visualisers, talking books, Bee Bots, Pro Bots and programmable toys. Fifteen iPads can be used for group work. The library is computerised and all the curriculum laptops are fully networked.

This curriculum policy should be read in conjunction with our:

Assessment Policy
Behaviour and Discipline Policy
Early Years Foundation Stage Policy
Equality and Diversity Policy
Online Safety Policy
Inclusion Policy
Learning and Teaching Policy
Marking Policy
SEND Policy