Computing Policy

St Mary's Catholic Primary School

Reviewed: September 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community
- Our respect for one another
- Our welcome to and interest in all those who visit our school
- Discipline inspired by forgiveness, healing and reconciliation
- Our school environment

Through rising to this challenge, we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the wellbeing of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

The Aims for Each Child at St Mary's Catholic Primary School

♦ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.

♦ I will achieve as much as I possibly can in each area of the National Curriculum.

♦ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.

♦ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.

♦ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.

♦ If I have a problem I know I can find someone who will discuss it with me.

♦ I will try to learn from my mistakes and accept there is always room for improvement.

♦ I will share a sense of responsibility for my school, parish, local community and the wider environment.

Philosophy

At St Mary's we value the contribution that technology can make for the benefit of all pupils, staff, parents and governors. We strive to provide safe opportunities in all subjects to motivate and inspire pupils and raise standards across the curriculum. Everyone in our school community will become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in a rapidly changing world where work and leisure activities are increasingly transformed by technology.

1) Aims

• To enable our staff and pupils to become competent, confident, and independent users of technology.
• To provide pupils with the computing skills necessary to become independent learners through a stimulating and challenging curriculum.
• To experience computing across the curriculum, enriching and extending learning by providing access to a wide range of technology.
• To provide pupils with opportunities to apply their computing skills in other areas of the curriculum.
• To promote safe and sensible use of information and technology.
• To provide continuity and progression in all strands of the Computing National Curriculum at Key stage 1 and 2.
• To provide pupils with an understanding of the role of computing in the world around them and its importance in the future.
• To ensure appropriate and equal access to technology for all pupils regardless of age, gender, ethnicity or ability.
• To commit to the continuous professional development of computing for staff.

2) Role of Subject Leader

• To take the lead in policy development.
• To support and advise colleagues.
• To support staff in their continuing professional development.
• To arrange the purchase and organisation of central resources for computing, in consultation with colleagues.
• To provide a clear progression of computing skills across KS1 and KS2, in consultation with colleagues.
• To be familiar with developments in the teaching of the computing curriculum, sharing good practise with colleagues.
• The subject leader will work with members of the senior leadership team to monitor the standard of the pupil's work and the quality of planning and teaching in computing.
• The subject leader will be responsible to the Headteacher.

3) Curriculum

Foundation Stage

Kapow is used for all strands in EYFS. EYFS lessons are a natural precursor to the Year 1 Computing plans. They are designed especially for the Reception classroom and are play-based, hands-on and fun! Whilst the technology strand is no longer a specific area in the new EYFS framework (2021), having the opportunity to develop computing skills at an early age can foster interest and confidence in technology and give pupils an advantage going into KS1. The EYFS units focus on the same key areas and link to Primary and Specific Areas of the EYFS framework 2021 and Development Matters Guidance. Computing offers pupils an opportunity to ask questions about how things work and enables them to become increasingly independent learners. Pupils have access to computers to develop their mouse skills, programmable toys, hand held devices as well as use of the interactive whiteboard (IWB). Time allocated for computing lessons will vary, due to the cross-curricular nature of the curriculum, but it is expected that pupils will have the equivalent of up to 1 hour per week. Pupils focus on key skills in becoming familiar with different forms of technology and how this can support their learning.

Key stages 1 and 2

Computing is planned to cover the programme of study for computing as outlined in the National Curriculum. We use Discovery Education Espresso to develop skills in programming and computational thinking. We use Kapow to deliver our Digital Literacy and Information Technology strands and also use Purple Mash and other educational apps to support the development of these skills. The skills learnt are also used and applied across other curriculum subjects for example, as a tool for research and to prepare presentations.

Each class has timetabled access to the Computer Room and use of iPads. Time allocated to the subject is in line with statutory guidance. Upper KS2 have additional laptops and iPads for them to use, so they have more flexibility to apply different computing skills. Individual classes have flexibility within this structure to use timings to meet the needs of pupils. Each class teacher will provide regular computing lessons that may vary in length but will generally last for the equivalent of at least one hour a week. The time may be spent in class or in the Computer Room. We use a condensed long term plan adapted from Kapow to ensure skills and objectives are covered but relieving pressure on teachers to deliver Computing lessons every week.

Pupils also have access to a variety of technology to support their learning including devices such as programmable beebots, programmable robots, voice recorders and the interactive whiteboard. We give pupils of all abilities the opportunity to develop their skills, knowledge and understanding in computing. We also strive to deliver a clear progression of skills so that there is an increasing challenge as pupils progress through school.

Thinking Hats

De Bono's Thinking Hats are used as a learning tool when teaching computing across the school. They are used to support critical, analytical and creative thinking particularly related to problem solving. Class teachers reference the thinking hats in their planning and this is monitored by the subject leader. Thinking hats will be displayed in every classroom to support pupils with different types of thinking

4) Assessment and Recording

Work is assessed against learning objectives in the following way:

- Ongoing dialogue between the teacher and pupils whilst they are working.
- Teacher review and assessment of work done during the lesson.
- Work done during the lesson saved either on the secure Discovery Education Espresso Coding platform (for programming), the Purple Mash platform (for computer skill activities) or the school's secure pupil server.
- The subject leader will request samples of pupil's work, on a termly basis, in order to build a school portfolio that can be used to support staff's understanding of skills progression.
- Pupil voice surveys and/or questionnaires.
- Staff complete their computing assessments in order to track pupil's progress against the curriculum requirements.
- Staff will regularly update their computing displays and ensure that the use of technology is evident within their planning.

Within the Foundation Stage, the pupils are assessed against a set of key skills, developed through consultation with the teaching staff, which they have the chance to develop over the course of their time spent at school. These key skills give the pupils opportunities to develop a range of techniques and provide them with an excellent grounding to further progress the knowledge of technology in the wider world.

5) Equal Opportunities

The school has a separate Equality and Community Cohesion Scheme. We promote the educational welfare of pupils who attend our school by providing a safe place to learn and therefore helping to raise their educational attainment. We aim to enable pupils to achieve by raising the self-esteem and self confidence of those who attend the school by valuing each individual's unique worth and celebrating cultural diversity.

6) Inclusion

All pupils have equal access to the computing curriculum through differentiated lessons. Where appropriate, support may be provided through the use of educational software or equipment e.g. a roller ball as an alternative to a mouse to support pupil's fine motor skills or headsets to reduce ambient noise. The needs of more able pupils are addressed through extension activities.

7) Health and Safety

The school has a separate Health and Safety policy. All equipment is checked annually under the Electricity at work Regulation 1989. Staff are aware of the main health and safety issues regarding the use of computers and technology with their pupils.

AI Literacy in the Curriculum

Developing pupils' understanding of AI is essential for preparing them for the digital future. We will:

• Teach pupils the basic principles of AI, algorithmic thinking, and data bias—within Computing, PSHE, and broader cross-curricular lessons.
• Promote critical thinking by highlighting the limitations and ethical implications of generative AI.
• Train pupils to identify AI-generated misinformation and to use AI to support independent learning responsibly.
A balanced approach will ensure pupils are not passive users, but empowered digital citizens.

8) Online Safety

The school has separate policies for Online Safety and Acceptable Use.

The Internet is an essential element in 21st Century life for education, business and social interaction. The purpose of internet use in school is to raise educational standards, to promote pupil achievement and to support the professional work of staff. Internet safety depends on staff, governors, advisers, parents and pupils taking responsibility for the safe and appropriate use of the internet.

On-line safety is promoted and awareness raised through our school newsletter, annual workshops and Safer Internet day activities. It is also embedded within computing lessons. In addition, on-line safety posters can be found around the school. Pupils are regularly reminded of the importance of being aware of possible dangers and keeping themselves safe. Furthermore, parents are encouraged to make use of the accessible resources provided by the school via the school newsletter and on the school website.

9) Monitoring

The Headteacher and computing subject lead are responsible for ensuring that there is a Computing policy and that it is implemented. The computing subject lead will work with members of the senior leadership team to monitor the standard of the pupil's work and the quality of planning and teaching in computing. The computing subject lead will provide a short report to the Headteacher every half term and a report to the governors as required.

Updated: September 2026 Subject Lead: Maria Soto