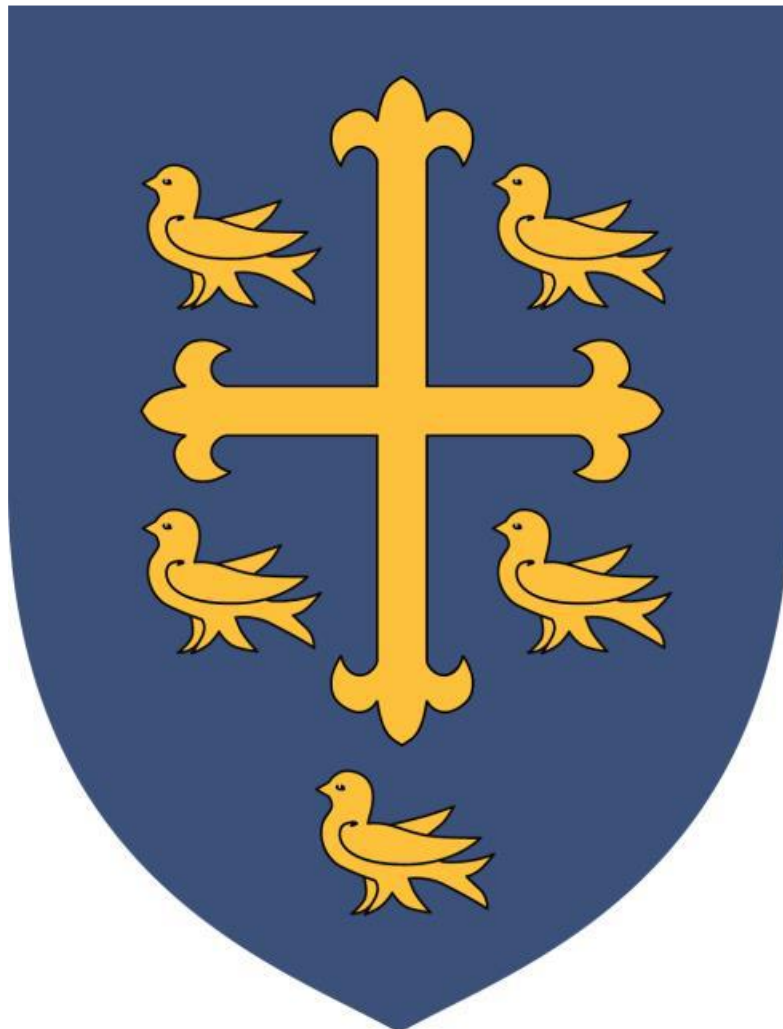


St. Edward's Catholic Primary School



Primary Computing Policy 2025/2026

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____ Date: _____
(Mr K Connolly – Chair of Governors)

Agreed on:

Review Date:

Contents:

1. Statement of intent
2. Legal framework
3. Roles and responsibilities
4. Curriculum delivery
5. Differentiation
6. Assessment
7. Staff training
8. After-school clubs
9. Monitoring and evaluation

1. Statement of Intent
Computing at Saint Edward's is taught using the Kapow Primary computing condensed curriculum. Kapow Primary provides complete coverage of the

Computing curriculum for both KS1 and KS2. Covering the Information technology, Digital literacy and Computer science strands from the national curriculum guidance.

Online Safety units are then taught in addition with the topics being interchangeable throughout the academic year group. We offer a dedicated unit for each year group, ensuring age-appropriate content and skill development, aligned with DfE guidance. It empowers teachers to tackle digital challenges confidently while emphasising interactive, hands-on learning for safe and responsible online navigation.

The use of our digital technology in the classroom has revolutionised the way children are taught. This technology engages, motivates and inspire pupils' learning. As the world becomes increasingly rich with technology, at Saint Edward's, we will teach the pupils to create programs, films, music and a range of other content, whilst encouraging them to express themselves and develop their own ideas using the latest apps.

Children will also be learning simple processing skills through topic based learning, across the curriculum. This might include research, word processing and presentations.

2. Legal framework

2.1. This policy is in regard to and compliant with the following statutory guidance:

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

2.2. This policy links in with the following other school policies:

- Primary Maths Policy
- Homework Policy
- Social Media Policy
- Online Safety Policy
- Mobile phone Policy

3. Roles and responsibilities

The headteacher will;

- Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Primary Computing Policy, as written, is disseminated to the computing coordinator, teaching staff and parents, for implementation.
- Hold the computing coordinator to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

3.1 The Computing coordinator will;

- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future, with support of the office manager.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the headteacher and other stakeholders, such as parents, informed about our school's implementation of the primary computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

3.2 In Key Stage 1 & 2 Teachers will;

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

3.3 Early years foundation stage (EYFS)

Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

4 Curriculum delivery

4.1. The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the KAPOW scheme of work, during a dedicated weekly/two weekly computer lesson.

4.2. Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.

4.3. We have a set of 30 iPads which can be used across the school

4.4. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.

4.5. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

4.6. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

4.7. A service level agreement (SLA) with BGFL 365 (supported by Entrust) is in place to manage and support our email system.

4.8. A SLA with Entrust is in place to offer internet and web filtering system (Surfprotect) support to computing-related devices and related applications. This SLA will be reviewed on 31.03.23 to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

5. Differentiation

5.1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Grouping pupils by ability and setting different tasks for each ability group.
- Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or Google Translate/making resources in a pupil's first language where they use English as an additional language.
- Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.

5.2. Academically more able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others, during computer lessons.

6. Assessment

6.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed using the KAPOW assessment tool, during the lesson, through quizzes and teacher assessment.

6.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

6.3. Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means, including but not limited to:

- End of unit tests.
- End of year tests.

6.4. Samples of work may be kept where appropriate, for groups of children, stored in a folder and kept with the computing coordinator.

7. Staff training

7.1. The computing coordinator will be responsible for the identification and delivery of staff training requirements.

7.2. Staff training requirements will be met by:

- Auditing staff skills and confidence in the use of computers and Computing on an annual basis.
- Arranging top-up training for individual staff members as required.

7.3. The computing coordinator will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc, and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

8. After-school clubs

8.1 Pupils may have the opportunity to develop their programming and coding skills through computing clubs.

9. Monitoring and evaluation

9.1. We appreciate that computers and Computing are rapidly developing, with new uses and technology being created all the time.

9.2. We will review this policy on an annual basis in line with our school's policy review schedule.

9.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.