

Duke Street Primary School

Computing Policy



January 2026

Aims and Intent

Our aim is for pupils to become confident, competent and reflective users of technology, who are able to think critically, work creatively and apply their skills across the curriculum and beyond school. As a school, we aspire to:

- Enable pupils to become autonomous, confident and independent users of technology
 - Ensure continuity and progression across all strands of the Computing National Curriculum
 - Develop pupils' understanding of the social, ethical and cultural impact of technology
 - Use computing to enhance teaching, learning and assessment across the curriculum
 - Prepare pupils to be computational thinkers who are adaptable in a rapidly changing digital world
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Implementation – Curriculum and Scheme of Work (From 2025)

From 2025 onwards, computing at Key Stages 1 and 2 is delivered through the NCCE Teach Computing Curriculum, which provides a progressive, research-informed scheme of work aligned with the National Curriculum.

The curriculum is organised into six units per year group, each supported by:

- Unit overviews and medium-term planning
- Clearly sequenced lessons with defined learning objectives
- Learning graphs to support progression and prior knowledge
- Assessment opportunities and subject knowledge guidance for teachers

The curriculum focuses on learning and progression rather than isolated content, ensuring that pupils revisit and deepen key concepts over time.

Due to mixed-age classes, computing is delivered through a two-year rolling cycle, organised by the Computing Subject Leader. Units are grouped where possible by strand to support progression monitoring and targeted staff CPD. The cycle is reviewed regularly and adapted based on evaluation and pupil outcomes.

Digital Literacy Across the Curriculum

Digital literacy is a whole-school priority and is embedded across the curriculum, not taught solely within discrete computing lessons. Pupils are given regular, meaningful opportunities to apply their digital skills in a range of subjects.

Examples of curriculum integration include:

- English: researching information online, evaluating sources, drafting and editing work digitally
- Mathematics: using spreadsheets, graphs and digital tools to explore data
- Science: recording observations digitally, using simulations and presenting findings
- History and Geography: conducting safe online research, creating digital timelines and maps
- Art and Design: using digital media to design, edit and present creative work

These tasks reinforce pupils' understanding of safe, effective and purposeful technology use, ensuring digital literacy skills are embedded, revisited and applied in authentic contexts.

EYFS

In Reception, computing is taught through the EYFS Framework and *Development Matters*, with clear links to the Early Learning Goals within *Understanding the World*. Learning is play-based, practical and ongoing throughout the year.

Children are provided with opportunities to explore a range of technology, develop problem-solving skills and begin to think computationally. This includes role-play scenarios, programmable toys and real-world ICT experiences. Emphasis is placed on exploration, language development and safe technology use.

Assessment, Monitoring and Impact

Assessment in computing is ongoing and formative. Teachers adapt lessons based on pupil understanding and use assessment opportunities built into the Teach Computing scheme. Learning objectives and self-assessment opportunities are embedded within lessons.

Evidence of learning is collected through digital outcomes, discussion, observation and online class portfolios in KS1 and LKS2. Monitoring is carried out by the Computing Subject Leader at least twice annually through work scrutiny and pupil conferencing.

Findings are shared with staff and senior leaders to evaluate impact, identify strengths and inform future planning and support.

Online Safety

Online safety is embedded throughout the computing curriculum and supported by Project Evolve, which aligns with the *Education for a Connected World* framework. All strands and statements are covered through a combination of Computing and PSHE lessons.

Online safety education focuses on areas including:

- Self-image and identity
- Online relationships and reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy, security, copyright and ownership

Online safety is also reinforced through assemblies, Internet Safety Day and wider safeguarding procedures. Any concerns are reported in line with school safeguarding policy using CPOMs and addressed by the DSL team.

Equality, Inclusion and SEND

We are committed to ensuring equal access to computing for all pupils. Teaching is inclusive and adapted to meet a wide range of needs.

We aim to:

- Ensure all pupils follow the computing curriculum
 - Provide appropriate challenge and support
 - Use resources that are free from bias or prejudice
 - Respond to pupils' diverse cultural and social backgrounds
 - Remove barriers to learning through targeted support and adaptive teaching
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