



Computing Policy

2026-27

Our Mission

‘At SS John and Monica’s we learn through the example of Jesus to love, respect, understand and value each other’

Vision and intent

At SS John & Monica’s Catholic Primary School, our Computing curriculum equips children with the skills and knowledge to thrive in an increasingly digital world. Through structured lessons, we develop computational

thinking, creativity and digital literacy so that pupils become confident, responsible and discerning users of technology.

We use Kapow Primary's condensed Computing sequence to teach computer science, information technology and digital literacy. Each year group teaches three computing units, plus an online safety unit in Autumn. The year-by-year sequence is set out at the end of this policy and in the separate Computing Master Overview.

Aims

Our Computing curriculum helps children to:

- understand and apply key principles of computer science, including algorithms, logic, abstraction and data representation;
- develop computational problem-solving skills through programming, testing and debugging;
- use technology to create, organise, evaluate and communicate information;
- become responsible, competent and creative users of digital technology; and
- recognise risks online and behave safely and respectfully.

Objectives

Key Stage 1

- Understand algorithms and how they are implemented as programs; create and debug simple programs using logical reasoning.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private and knowing where to seek help.

Key Stage 2

- Design, write and debug programs that accomplish specific tasks; use variables, inputs, outputs and logical reasoning.
- Understand computer networks, including the internet, and the opportunities they provide for communication and collaboration.
- Use search technologies effectively and evaluate digital content critically.
- Use a range of software to create, analyse, evaluate and present digital work.
- Recognise acceptable and unacceptable online behaviour and know how to report concerns.

Teaching and learning principles

Computing is taught through discrete Kapow lessons and useful opportunities across the curriculum. Teachers use discussion, practical work, collaboration and purposeful use of devices. They adapt tasks and resources for pupils with additional needs and provide appropriate challenge. The unit learning set out in the Master Overview guides teaching; teachers use the published lessons when available.

Inclusion

All pupils should be able to take part in Computing. Teachers adapt the language, resources, equipment and amount of support to remove barriers, while keeping the intended learning in view. Pupils can show what they know through talk, practical demonstrations and digital work as well as writing.

Cross-curricular links

Pupils use their computing knowledge in other subjects where it helps them learn: for example, reading digitally and word processing in English, handling data in maths and science, and using digital images, audio or video in creative work. These opportunities support the Computing curriculum but do not replace its planned units.

Online safety

Every year group teaches its dedicated Computing online safety unit in the Autumn term. Safe, respectful use of technology is reinforced in later Computing lessons and whenever children use digital tools. RSHE and PSHE revisit related knowledge at other points in the year; these lessons complement, rather than replace, the Computing unit.

We also participate in Safer Internet Day and use suitable resources from organisations such as the UK Safer Internet Centre where they support planned learning. This policy should be read alongside the school's Safeguarding Policy and Online Safety and Acceptable Use Policy. Staff follow the procedures in these policies when concerns arise, and teach children how to seek help from a trusted adult.

Assessment and monitoring

Teachers check understanding through questions, discussion, practical tasks and pupils' digital work. They use what they notice to adjust teaching and revisit learning as needed. The unit headings in the staff overview can be highlighted when taught; staff flag any significant gap or change. There is no separate requirement to collect evidence for a fixed group of tracked children.

The Computing lead reviews coverage and speaks with staff and pupils, drawing on existing planning and work when useful. Findings lead to practical support or a curriculum adjustment where needed. Parents receive information about progress through the usual annual reporting arrangements.

Resources and review

Classes have access to iPads and laptops for Computing lessons. Teachers use Kapow lesson materials and knowledge organisers as appropriate to introduce and revisit key vocabulary.

Policy consultation: February 2025. Curriculum sequence updated: September 2026. Review date: December 2026, or earlier if required. Person responsible: Mr A Ullah, Computing Coordinator. Queries about this policy should be addressed to Mr Ullah.

Computing curriculum overview

Years 1–6 follow the sequence and key learning below. Online safety is taught in Autumn. An asterisk marks provisional learning for refreshed Kapow units awaiting publication; check the published lessons before teaching.

Reception follows Kapow's EYFS materials: Autumn online safety and Using a computer; Spring All about instructions; Summer 2 Exploring hardware.

Year	Autumn Online safety	Autumn Computing	Spring Computing	Summer 2 Computing
1	Year 1 online safety • Knowing what the internet is and how to use it safely. • Understanding different feelings when using the internet. • Understanding how to treat others, both online and in-person. • Understanding the importance of being careful about what we post and share online.	Computing systems: Using computers 1 • Identify different types of computers, their common parts and everyday uses. • Log in and out using a username and password. • Open and use software to create a digital file. • Save a file and find it again. • Recognise that digital devices can connect and share information through the internet.	Programming 2: Bee-Bots • Give a Bee-Bot clear commands to move along a route. • Put commands in order to make a sequence. • Predict where a sequence of commands will take the Bee-Bot. • Test a program, spot an error and change the commands to improve it.	Data handling: Introduction to data * • Collect and group information into categories. • Organise information using a digital tool. • Create a simple digital chart or pictogram. • Talk about how clearly a chart or pictogram shows the information.
2	Year 2 online safety • Knowing what happens to information posted online. • Knowing how to keep things safe and private online. • Explaining what should be done before sharing information online. • Explaining why I have the right to say no and deny permission. • Understanding strategies that will help me decide if something seen online is true or not.	Computing systems: Using computers 2 • Identify inputs and outputs and explain how a program makes a computer respond. • Recognise common input and output devices. • Give examples of how computers are used in everyday life. • Log in and out safely. • Save and organise files so they can be found again.	Programming 2: MakeCode • Explore MakeCode and describe what different blocks do. • Explain how blocks control what happens in a program. • Plan a simple program for a chosen outcome. • Build and test a program, then improve it.	Creating media: Digital designers 3 * • Create digital content for a particular purpose and audience. • Combine text and images to communicate an idea. • Use layout, size and colour to make a page clear. • Review and edit the content to improve it.

Year	Autumn Online safety	Autumn Computing	Spring Computing	Summer 2 Computing
3	Year 3 online safety - Understanding how the internet can be used to share beliefs, opinions and facts. - Understanding the effects that some internet use can have on our feelings and emotional wellbeing. - Understanding the ways personal information can be shared on the internet. - Understanding the rules for social media platforms.	Programming: Scratch - Explore Scratch and identify useful programming blocks. - Create an animation using a sequence of instructions. - Use programming ideas to develop a digital project. - Test, debug and evaluate the project to improve it.	Computing systems: Connecting devices - Identify computer components and peripherals and describe what they do. - Explain how devices connect and share information in a network. - Choose suitable technology for different tasks. - Use the school network to access or share information.	Data handling: Exploring branching databases * - Use yes/no questions to sort and classify information. - Plan a set of questions for a branching database. - Create and test a digital branching database. - Evaluate how well the database identifies an item.
4	Year 4 online safety - Describing how to search for information within a wide group of technologies and make a judgement about the probable accuracy. - Describing some of the methods used to encourage people to buy things online. - Explaining why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. - Explaining that technology can be designed to act like or impersonate living things. - Explaining how technology can be a distraction and identify when I might need to limit the amount of time spent using technology.	Programming 1: Further coding with Scratch - Design a game and describe the intended interactions. - Use variables, sensors and if statements to control the game. - Test and debug code so the game works as intended. - Evaluate and improve the gameplay and design.	Computing systems and networks: Connecting networks * - Explain that local networks can connect to the internet. - Describe the role of routers, servers and websites. - Explain how search engines help people find information on the World Wide Web. - Give examples of communication and collaboration made possible by networks.	Creating media: Creating digital images * - Capture a photograph for a particular purpose. - Edit and enhance a digital image using appropriate tools. - Explore how simple AI features can change an image. - Evaluate whether the edited image meets its purpose.
5	Year 5 online safety - Understanding how apps can access our personal information and how to alter the permissions. - Being aware of the positive and negative aspects of online communication. - Understanding how online information can be used to form judgements. - Discovering ways to overcome bullying. - Understanding how technology can affect health and wellbeing.	Programming 2: BBC micro:bit - Explore how code controls a BBC micro:bit. - Create an interactive project using a sensor. - Use variables and conditional statements to change outcomes. - Test and improve the program.	Computing systems: Websites, search and storage - Explain how websites help people access information. - Use search tools to find information. - Explore how digital systems store information. - Describe how information can be shared using the internet and digital systems.	Data handling: Exploring spreadsheets * - Enter and format information in a spreadsheet. - Use a simple formula to answer a question. - Create a chart to present spreadsheet data. - Evaluate how well the spreadsheet helps solve a practical problem.

Year	Autumn Online safety	Autumn Computing	Spring Computing	Summer 2 Computing
6	Year 6 online safety • Describing issues online that give us negative feelings and know ways to get help. • Thinking about the impact and consequences of sharing online. • Knowing how to create a positive online reputation. • Being able to describe how to capture bullying content as evidence. • Managing personal passwords effectively. • Being aware of strategies to help be protected online.	Programming: Exploring Python • Use basic Python syntax to create a text-based program. • Use nested loops to control a program outcome. • Identify syntax and logic errors. • Debug code and test the revised program.	Computing systems and networks: Understanding hardware, storage and security * • Describe how hardware and networks work together in a computer system. • Explain how digital information is stored and travels across networks. • Investigate and solve a simple hardware or network problem. • Explain how security measures protect accounts and information.	Creating media: Creating a multimedia project * • Plan a multimedia project for a particular audience and purpose. • Combine text, images, audio and video to communicate information. • Evaluate how effectively the project communicates. • Refine the project in response to evaluation.