



St Maria Goretti Catholic Primary School

Computing Policy

Date approved: September 2025

Review date: Summer 2026

TEACHING AND LEARNING IN COMPUTING

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules are planned in line with the national curriculum and allow for clear progression. Modules will be designed to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Daily planning will seek opportunities to use ICT across the curriculum as well as discrete lessons in computer science.

COMPUTING IN EYFS

It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

COMPUTING IN KEY STAGE ONE

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- 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; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

COMPUTING IN KEY STAGE TWO

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PLANNING FOR THE CURRICULUM

We follow the National Curriculum requirements to ensure coverage of all key areas of learning throughout Key Stage One and Key Stage Two. We use these as the basis for our half termly overview which, alongside the use of Purple Mash, allows us to ensure coverage. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school.

ASSESSMENT IN COMPUTING

At St Maria Goretti Catholic Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

RESOURCES

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible ICT infrastructure by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school.

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from EYFS to Yr6 has a laptop/computer connected to the school network and an interactive whiteboard.
- There is a laptop trolleys in school containing 30+ laptops with internet access available to use in classrooms.
- There is a fully equipped ICT suite with enough computers for children to work in pairs, interactive whiteboard for teacher modelling and various input and output devices including microphones and headphones.
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT and computing technician.

In terms of software, the subject lead will keep abreast of the latest developments in educational software and look to ensure the school has the best available software to ensure effective delivery of the curriculum.

HEALTH AND SAFETY

- The ICT and computing technician will be responsible for regularly updating anti-virus software.
- Use of ICT and computing will be in line with the school's 'acceptable use policy'.
- Parents will be made aware of the 'acceptable use policy' at school entry and KS2.
- All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

ROLES AND RESPONSIBILITIES

The subject leader is responsible for producing an ICT and computing development plan and for the implementation of the ICT and computing policy across the school.

- To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of ICT.
- To maintain and review the online safety policy throughout the school.
- To maintain resources and advise staff on the use of materials, equipment and books.
- To monitor classroom teaching or planning
- To monitor the children's ICT work, looking at samples of different abilities.
- To manage the ICT budget.
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- To have enthusiasm for computing and encourage staff to share this enthusiasm.
- To keep parents and governors informed on the implementation of ICT in the school.
- To liaise with all members of staff on how to reach and improve on agreed targets
- To help staff to use assessment to inform future planning.

MONITORING AND EVALUATION

Monitoring takes place regularly through sampling children's work and lesson observations. Feedback is provided with an aim to continually improve the teaching and learning.

INCLUSION

Able Gifted and Talented

- Pupils are systematically equipped with skills to make them more effective learners.
- Many open-ended learning opportunities are provided to use these skills. English as an Additional Language
- Model all skills that are taught Special Educational Needs
- One or two- step instructions
- Visual prompts
- Pairing partners Pupil Premium
- To allow time within the school curriculum for these children to supplement their computer skills

Mobility

- Use assessment tools to baseline the children
- Plan interventions to fill the gaps