



### [Rationale](#)

At St Mary's, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously and rapidly evolving, so much so that children are being prepared to work with technology that doesn't even exist yet. Therefore, we believe that it is important that our children are provided with a high-quality computing education which equips them to use computational thinking and creativity to understand and change the world.

### [Intent](#)

At St Mary's, we aim to instil a sense of enjoyment around using technology and to develop pupils' appreciation of its capabilities and the opportunities technology offers to create, manage, organise and collaborate. Tinkering with software and programs forms a part of the ethos as we want to develop pupils' confidence when encountering new technology, which is a vital skill in the ever evolving and changing landscape of technology. Through our curriculum, we intend for pupils not only to be digitally competent and have a range of transferable skills at a suitable level for their future but also to be responsible online citizens.

We use Kapow, which is a scheme of work enabling pupils to meet the end of Key Stage attainment targets outlined in the National Curriculum.

### [Implementation](#)

The National curriculum purpose of study states:

'The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use and express themselves and develop their ideas through the information and communication technology - at a level suitable for the future workplace and as an active participants in a digital world.'

Therefore, at St Mary's our overview is designed with three strands which run throughout:

- Computer science
- Information technology
- Digital literacy

Our overview shows which of our units cover each of the national curriculum attainment targets as well as each of these three strands. We use the progression of skills document from Kapow which shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

Our overview is organised into five key areas, creating a cyclical route through which pupils can develop their computing knowledge and skills by revisiting and building on previous learning:

- Computer systems and networks
- Programming
- Creating media
- Data handling
- Online safety

The implementation of our computing overview ensures a broad and balanced coverage of the national curriculum requirements. Where meaningful, units have been created to link to other subjects such as science, art and music to enable the development of further transferable skills and genuine cross curricular learning. Lessons incorporate a range of teaching strategies from independent tasks, pair and group work as well as unplugged and digital activities. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for teachers on the Compile website to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils learnings are available when required. Knowledge organisers are used for each unit to support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

#### Roles and Responsibilities:

The Computing Subject Leader will:

- Establish a secure profile of Computing in school
- Manage the implementation of the school policy, updating the policy and scheme of work on a regular basis in line with new initiatives
- Order, update and allocate appropriate and sufficient resources
- Model high quality teaching of Computing
- Identify needs and arrange INSET so that our staff are confident in teaching and assessing Computing
- Keep abreast of new developments and communicate these to staff
- Take an overview of the whole school planning to ensure that there is continuity and progression between year groups and learning is effectively planned for
- Support staff in developing pupils' capability within Computing
- Attend appropriate courses
- Monitor and evaluate standards in teaching and learning in Computing, for example looking at pupils' work and conducting pupil interviews
- Contribute to the School Development Plan on an annual basis to maintain and raise standards
- Assist colleagues in the planning and delivering of lessons
- Report to governors
- Use assessment of Computing to inform future planning
- Identify opportunities for Computing in the wider school curriculum.

The class teachers will:

- Plan and deliver Computing lessons to their class using Kapow.
- Assess the work and progress of pupils and communicate to the subject leader.
- Identify any other opportunities for Computing in the wider school curriculum.
- Have responsibility for the teaching, learning and assessment of Computing and report on pupil progress to parents.

## Impact

The impact of teaching computing at St Mary's is monitored through both formative and summative assessment opportunities. As we use Kapow, each lesson includes guidance to support teachers in assessing pupils against the learning objective and each unit has a unit quiz and a knowledge catcher which can be used at the start and the end of the unit.

Children at St Mary's will:

- Be critical thinkers and able to understand how to make informed and appropriate digital choices in the future.
- Understand the importance that computing will have going forward in both their educational and working life and in their social and personal futures.
- Understand how to balance time spent on technology and time spent away from it in a healthy and appropriate manner.
- Understand that technology helps to showcase their ideas and creativity. They will know that different types of software and hardware can help them achieve a broad variety of artistic and practical aims.
- Show a clear progression of technical skills across all areas of the national curriculum- computer science, information technology and digital literacy.
- Be able to use technology both individually and as part of a collaborative team.
- Be aware of online safety issues and protocols and be able to deal with any problems in a responsible and appropriate manner.
- Have an awareness of developments in technology and have an idea of how current technologies work and relate to one another.
- Meet the end of key stage expectations outlined to the national curriculum for computing.

## Review:

The subject leader will review the policy annually. Policy produced January 2025.