St Augustine's Catholic Primary School

Computing Policy

"We love and learn together by growing in friendship with Jesus"

Linked virtues:

'Attentive and Discerning'

'Learned and Wise'

'Curious and Active'

Autumn 2025-26

Importance of Computing

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. 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, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world."

National Curriculum for England 2013: Computing (Purpose of Study)

Aims and Purposes

The overall vision for Computing is:

- To equip all learners to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
- To ensure that learners in our school will be confident and independent in their use of technology to solve problems across the curriculum.

The schools aims are:

- Meet the requirements of the National Curriculum for KS1 and KS2.
- To support the element of 'Understanding the World' in the Early Years Foundation Stage Framework.
- Give children, staff and governors relevant and meaningful experiences using technology.
- Give children a growing awareness of how Computing is used in the world around them and the benefits it provides.
- Ensure that Computing is used to support problem solving and learning across the curriculum.
- Develop good Online Safety and Health and Safety attitudes and practice.

Curriculum Coverage and Progression

- Long term planning using 'Teach Computing', from the NCCE (National Centre of Computing Excellence), to demonstrate coverage and progression of the key objectives for Computing.
- Opportunities for embedding the use of technology as a tool to support teaching and learning to be identified in curriculum planning.

Subject content for computing (National Curriculum 2013)

Key stage 1

Pupils should be taught to:

- ***Understand Algorithms:***
  Pupils should 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 Programs:***
  Pupils should be able to create and debug simple programs.
- ***Logical Reasoning:***
  Pupils should use logical reasoning to predict the behaviour of simple programs.
- ***Use Technology Purposefully:***

Pupils should use technology purposefully to create, organize, store, manipulate, and retrieve digital content.

- ***Recognize Common Uses of IT:***
  Pupils should recognize common uses of information technology beyond school.
- ***Online Safety:***
  Pupils should 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.

Key stage 2

Pupils should be taught to:

- ***Design, Write, and Debug Programs:***
  Pupils should design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems.
  They should solve problems by decomposing them into smaller parts.
- ***Use of Programming Constructs:***
  Pupils should use sequence, selection, and repetition in programs.
  They should work with variables and various forms of input and output.
- ***Logical Reasoning:***
  Pupils should use logical reasoning to explain how some simple algorithms work.
  They should be able to detect and correct errors in algorithms and programs.
- ***Understanding Computer Networks:***
  Pupils should understand computer networks, including the internet.
  They should know how networks can provide multiple services, such as the World Wide Web.
  They should understand the opportunities networks offer for communication and collaboration.
- ***Use of Search Technologies:***
  Pupils should use search technologies effectively.
  They should appreciate how search results are selected and ranked.
- ***Select, Use, and Combine Software:***
  Pupils should select, use, and combine a variety of software (including internet services) on a range of digital devices.
  They should accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.
- ***Online Safety:***
  Pupils should use technology safely, respectfully, and responsibly.
  They should recognize acceptable and unacceptable behaviour.
  They should identify a range of ways to report concerns about content and contact.

Curriculum Management:

The Subject leader will facilitate the use of Computing in the following ways:

- By updating the policy and schemes of work, in liaison with the head teacher and all staff
- By ordering/updating resources
- By providing INSET so that all staff are confident in how to teach the subject and have sufficient subject knowledge.
- To keep staff abreast of new developments
- Monitoring the curriculum

- By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop capability in Computing and that progression is taking place
- By supporting staff in developing pupils' capability
- By attending appropriate courses to update knowledge of current developments and keeping links with the EICTS (Education ICT Services)
- By contributing to the School Development Plan annually.
- By management of the technician, in liaison with the head teacher, and support communicating problems to EICTS
- Making sure all staff understand the system for logging faults and use of internet/email.
- Maintaining records of software licences and their deployment, with the support of the technician

Monitoring and evaluating

Monitoring is carried out in the following ways:

- Informal discussion with staff and pupils.
- Observation of Computing displays
- Work trawls of pupils work and exemplar files on the School Network.
- Classroom observation
- Pupil meetings/interviews including giving the children opportunities to share their skills and knowledge.

Curriculum Organisation

Please see Appendix 1 with the attached overview of the units of work that should be completed in each year group. This is set out by term.

Assessment, Recording and Reporting

- On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.
- Computing skills capability should be monitored regularly in relation to the Computing curriculum as outlined in the 'The National Curriculum' for England. Teachers should assess requirements with reference to children's knowledge, understanding and skills. This assessment will be completed through the Insight Data tracker on a termly basis.
- Samples of work should be kept for groups of children, evidenced on the school network within relevant class folders. This may include a description of the context and an explanation of how the pupils completed the task, photographs, discussion, saved work and printouts (if any were produced) of differing pupils work.
- The EYFS will assess children's Computing skills through their ongoing assessment using Development Matters – where there is a focus on 'Technology' within 'Understanding the World'.
- Computing is reported in the End of Year Reports through teacher assessment.

Resources

- Pupil laptops, which have wireless connectivity, are available for use by all year groups. These are stored in charging trolleys and can be booked out by signing the timetable. All children should be made aware of safe practice in their own classroom at the start of each school year and should have regular reminders to ensure that they are following the class guidelines.

- The set of mini iPads are available for use by all year groups also. These are stored in a trolley which charges them and can be booked out by signing the timetable on the trolley. All children should be reminded of appropriate use when using iPads for learning.
- Additionally, networked machines in classrooms support the development of computing capability by enabling further development of tasks, encouraging research and allow for the creative use of computing skills in other subjects.
- In addition to this, there is a variety of other equipment in school including; Roamers, BeeBots, CD players, radios, videos, headphones, microscopes and recording equipment.

Teaching and Learning Styles

Lessons will be planned according to the different levels of children's skills and previous knowledge to develop in all children confidence and proficiency in the use of Computing in the classroom.

Computing will be delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches such as:

- Same activity but different expectations of outcome
- Same theme but different levels of input
- Allowing for different pace of working
- Different groupings of children
- Developing an appreciation and proficiency in the use of Computing in the context of the wider world
- To encourage problem-solving and investigation

Inclusion

In all areas of Computing, we aim to be fully inclusive. To achieve this the principles of the Teaching and Learning Policy will be fully implemented and high expectations and respect will be evident. We will facilitate high quality learning through the flexible, but appropriate use of resources (human and practical) and areas of Computing. At all times we will consider and deploy the full range of Teaching and Learning styles to ensure that pupils of all gender, race, disability, social background or special needs have full access to the Curriculum and can achieve fully as lifelong learners.

The school recognises the advantages of the use of ICT by children with special educational needs. Using technology can:

- Address children's individual needs
- Increase access to the curriculum
- Enhance language skills

Health and Safety/Security

- There is annual PAT testing, and termly Health and Safety walks.
- Children will also be made aware of the correct way to sit when using computers and laptops and reminded of the need to take regular breaks if they are to spend any length of time on computers.
- We refer to and use the most recent health and safety government documentation as a school.
- Staff laptops are stored safely or taken home by staff.
- The school has an alarm system installed throughout.
- Each computer system has individual security against access to the management system.
- The files and network system are backed up daily and EICTS can provide restores for up to 5 weeks in the past.

- The virus checker is Sophos Anti-Virus, with Firewall (on staff laptops) and this also includes ransomware protection. It is updated regularly through Solgrid.

NB: Please also refer to separate online safety policy and acceptable use policies for staff and pupils.

Copyright and licensing

All software loaded onto school computer systems must have been agreed and suitable for purpose. It is a criminal offence to 'pirate' software. Personal software should not be loaded to school computers under any circumstances. The school agrees to respect the intellectual ownership of software.

This Policy was reviewed and agreed by staff: September 2025

Review date: Annually

Appendix 1 St. Augustine's Catholic Primary School Computing LTP by Term

Aspects of Online Safety are covered through all units. Project Evolve: Educated for a Connected World is used as our primary sources of Online Safety.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Barefoot Computing					
Year 1 **Online Safety is found here** Search and Access Resources ▸ Year Group | ProjectEVOLVE	**Online Safety** **1. Self-image and identity** **2. Online relationships** **Connecting systems and networks** **Technology around us** Recognising technology in school and using it responsibly (Paintz.app)	**Online Safety** **3. Online reputation**	**Online Safety** **4. Online bullying** **Programming Block A** **Moving a robot** Writing short algorithms and programs for floor robots and predicting program outcomes. (Bee-bot, blue-bot)	**Online Safety** **5. Managing online information**	**Online Safety** **6. Health, Well-being and lifestyle** **Creating Media** **Digital writing** Using a computer to create and format text, before comparing to writing non-digitally. (Google Docs or Microsoft Word)	**Online Safety** **7. Privacy and security** **8. Copyright and ownership**
Year 2 **Online Safety is found here** Search and Access Resources ▸ Year Group | ProjectEVOLVE	**Online Safety** **1. Self-image and identity** **2. Online relationships** **Connecting systems and networks** **Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond. (Google Slides/ PowerPoint)	**Online Safety** **3. Online reputation**	**Online Safety** **4. Online bullying** **Programming Block A** **Robot algorithms** Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)	**Online Safety** **5. Managing online information**	**Online Safety** **6. Health, Well-being and lifestyle** **Creating Media** **Digital music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Chrome Music Lab)	**Online Safety** **7. Privacy and security** **8. Copyright and ownership**
Year 3 **Online Safety is found here** Search and Access Resources ▸ Year Group | ProjectEVOLVE	**Online Safety** **1. Self-image and identity** **2. Online relationships** **Connecting systems and networks** **Connecting Computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks (Painting program)	**Online Safety** **3. Online reputation**	**Online Safety** **4. Online bullying** **Programming Block A** **Sequencing Sounds** Creating sequences in a block-based programming language to make music (Scratch)	**Online Safety** **5. Managing online information**	**Online Safety** **6. Health, Well-being and lifestyle** **Creating Media** **Desktop Publishing** Creating documents by modifying text, images, and page layouts for a specified purpose. (Canva.com or KeyNote)	**Online Safety** **7. Privacy and security** **8. Copyright and ownership**

Year 4 **Online Safety is found here** Search and Access Resources ▸ Year Group	ProjectEVOLVE	**Online Safety** **1. Self-image and identity** **2. Online relationships** **Connecting systems and networks** **The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites)	**Online Safety** **3. Online reputation**	**Online Safety** **4. Online bullying** **Programming Block A** **Repetition in Shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes. (FMSLogo/Turtle academy)	**Online Safety** **5. Managing online information**	**Online Safety** **6. Health, Well-being and lifestyle** **Creating Media** **Photo editing** Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)	**Online Safety** **7. Privacy and security** **8. Copyright and ownership**
Year 5 **Online Safety is found here** Search and Access Resources ▸ Year Group	ProjectEVOLVE	**Online Safety** **1. Self-image and identity** **2. Online relationships** **Connecting systems and networks** **Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides)	**Online Safety** **3. Online reputation**	**Online Safety** **4. Online bullying** **Programming Block A** **Selection in physical computing** Exploring conditions and selection using a programmable microcontroller. (Crumble controller)	**Online Safety** **5. Managing online information**	**Online Safety** **6. Health, Well-being and lifestyle** **Creating Media** **Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects. (Google Drawings/Publisher)	**Online Safety** **7. Privacy and security** **8. Copyright and ownership**
Year 6 **Online Safety is found here** Search and Access Resources ▸ Year Group	ProjectEVOLVE	**Online Safety** **1. Self-image and identity** **2. Online relationships** **Connecting systems and networks** **Communication and collaboration** Exploring how data is transferred by working collaboratively online. (Google Slides)	**Online Safety** **3. Online reputation**	**Online Safety** **4. Online bullying** **Programming Block A** **Variables in games** Exploring variables when designing and coding a game. (Scratch)	**Online Safety** **5. Managing online information**	**Online Safety** **6. Health, Well-being and lifestyle** **Creating Media** **3D modelling** Planning, developing, and evaluating 3D computer models of physical objects. (Tinkercad)	**Online Safety** **7. Privacy and security** **8. Copyright and ownership**