Ss. Aidan & Oswald RC Primary School

Computing Policy Reviewed September 2025

Our school is Catholic Primary School with a central purpose and Mission – to provide for our children an education in which the values taught to us by the great teacher, Our Lord Jesus Christ, are seen in every aspect of our school. It is our hope that our curriculum, our relationships, our play, our work all reflect this message of love and wonder, from the beginning of the day to the end. We praise God, we give thanks for the gifts we all have, and we ask for His blessing every day as we grow and develop.
We marvel at the uniqueness of each one of us, each one so special, and each one so different. And so we try to reflect the way of the Lord with compassion, tolerance, support and the celebration of the successes and achievements of everyone in our school. We set out to do our best with the gifts we are given, knowing that God gives us our potential and knows each one of us in great and small detail. We want to be a beacon of hope in our community, where the Spirit shines through us, to all who come to know our school. We have a special Mission Statement, prepared by the children, staff and governors – celebrated with our Parish Community which appears in this policy. We hope it tells you about the special way we see our school. Every school policy includes this introduction, as the Love of Christ touches every aspect of school life and every minute of each day.

Introduction

Through teaching Computing, we aim to equip children to become 'Computational Thinkers'. We enable them to take a complex problem, understand what it is and develop possible solutions, allowing them to understand and change the world. Students are taught the three core areas of Computing: Computer Science, Information Technology and Computer Literacy. We focus on developing the skills needed for their future education and careers whilst becoming active participants in an ever-advancing digital world.

Aims and Objectives:

Our aims:

- To meet the requirements of the National Curriculum Computing Programme of Study.
- To provide all children with a relevant, challenging and enjoyable Computing curriculum.
- To ensure all children are taught the three aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL).
- To provide pupils with opportunities to develop their computing skills and capabilities (becoming Computational thinkers).
- To ensure all children understand how to be responsible users of digital equipment and how to keep themselves safe whilst using the internet.
- To allow pupils to gain confidence and enjoyment from their computing activities and to develop skills which extend and enhance their learning throughout the curriculum.
- To develop pupils' awareness of the use of technology in the classroom and prepare them for their lives in a digital world.
- To allow pupils to understand and evaluate the potential of computers and also their limitations e.g. to learn about issues of security, confidentiality, accuracy and reliability.
- To develop logical thinking and problem solving and become autonomous, independent users of technology.
- To develop a whole school approach to computing ensuring learning is progressive, thorough, purposeful and children are assessed accurately.

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation and communication.
- Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Planning

Computing is taught through the use of the 'Teach Computing' scheme of work (National Centre for Computing Education). EYFS use 'Barefoot Computing' to alongside the areas of learning. The curriculum map details which units are delivered in each year group alongside the progression of skills and vocabulary. Work is accessed and saved via Google Classroom. Alongside this, teachers plan and deliver e-safety lessons throughout the year to allow the children to be responsible internet users in school and at home, using Project Evolve.

Assessment (also refer to school's assessment policy)

Formative
Teachers assess children's work in Computing by making formative judgements throughout lessons. These opportunities are listed in lesson plans and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. The learning objective and success criteria are introduced at the beginning of every lesson. At the end of the lesson, pupils are invited to assess how well they feel they have met the learning objective. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect.

Summative
Every KS2 unit concludes with a summative assessment in the form of either a multiple choice quiz or a rubric. Units that focus more on conceptual development include an MCQ. Units that focus more on skills development end with a project and include a rubric.

Adaptive Teaching

Within each teaching unit there are six lessons. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences.

At Ss Aidan and Oswald's, we ensure that all pupils, including those with SEND, are in receipt of high quality teaching across all areas of the curriculum. Throughout the school, we make use of the EEF's 'Five-a-day' principle to ensure that high quality teaching improves outcomes for children with SEND. Teachers ensure that adaptive teaching strategies are utilised and implemented where required. Below are examples of strategies used and adaptations that can be made to the curriculum/task design, ensuring all staff are flexible and responsive in their teaching approaches to ensure the needs of all pupils are met. The information includes the four broad areas of need, potential barriers that children may face and adaptations that can be made to ensure every child's needs are met.

Cognition and Learning	
Barriers	Provision
• Reading and understanding instructions • Retention of key knowledge • Recording of work using paper and pencil methods. • Understanding the concept of time/ passage of time.	• Increasing font size or allowing pupils to zoom in to make instructions clearer • Use of coloured overlays to support with reading • Use 'Voice Typing' on Google Classroom • Regular low stakes quizzes with limited information • Word banks with definitions available during lessons to support use of new language • I do: you do modelling

	• Access to headphones to support with hearing instructions • Peer support/ mixed ability working • Smaller steps in success criteria • Use of retrieval practice for retention • Use pictures and images to support with learning of new vocabulary • Adapt pace of delivery to meet different processing needs • Opportunities to apply computing techniques(typing, databases, spreadsheets etc) in other areas of the curriculum to support learning in other contexts
Communication and interaction	
Barriers	Provision
• Complex subject specific vocabulary/ new vocabulary.	• Recognition that language of computing can be complicated (algorithm, coding etc) and may be new concepts in a lot of instances • Pre-teaching of key vocabulary • Key language on display during lessons • Breaking sessions down into smaller chunks • Regular exposure to language during key knowledge quizzes • Assess child's level of prior knowledge and vocab before the topic • Enable additional thinking/processing time • Give the child a whiteboard or method of jotting down ideas to support participation
Physical and Sensory	
Barriers	Provision
• Fine motor skills may limit typing ability • Unusual/ unexpected noises during coding exercises through headphones	• Increase key board size • Use 'Voice Typing' on Google Classroom • Regular access to typing practice to support development • Use of ear defenders/noise cancelling headphones • Option to mute laptop/ iPad • Prior warning of anything unexpected • Allowing children to follow instructions on their own screens rather than looking at whiteboard
Social, Emotional and Mental Health	
Barriers	Provision
• Internet Safety sessions can contain sensitive information • Accidentally accessing upsetting content online	• Prior warning of any sensitive topics • Liaison with parents/carers in advance of any sensitive/triggering topics • Pre-teaching for children to develop an awareness of topic before hand • Opportunity to ask questions around sensitive subjects in small groups or 1:1 • Method of communicating that a topic is becoming too much/child may need time out • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning

Security

All networked devices have filtered internet access. All staff review and evaluate resources available on web sites to ensure that they are appropriate to the age range and ability of pupils being taught. All use of the school's computing resources should be in line with this policy and the rules contained in the school's Acceptable Internet Use Policy. Chromebooks and iPads support the curriculum for the use of pupils. All staff are allocated a laptop and Ipad for classroom use. All equipment is maintained by Foresight Business Solutions Limited.