



St Joseph the Worker Catholic Primary School

"A loving Christian Family striving to achieve excellence"

St. Joseph the Worker Catholic Primary School

Computing Policy

2025-2027

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world."

~ National Curriculum for Computing (2014)

Purpose of the Policy

This policy reflects the aims and values of **St. Joseph the Worker Catholic Primary School**. It ensures all stakeholders—including staff, governors, parents, and pupils—are working toward a shared vision for computing across the curriculum.

The purpose of this policy is to:

- Demonstrate adherence to the **National Curriculum** objectives and statutory guidelines.
- Provide clear information to parents and carers about what their children will learn.
- Enable the governing board to monitor curriculum quality and coverage.
- Provide Ofsted and external visitors with evidence of planning, delivery, and impact.

Subject Vision

At St. Joseph the Worker, we believe that a high-quality computing education fosters the development of creative, confident, and responsible digital citizens. Our vision is to enable all pupils to become discerning users of technology, capable of using computational thinking to solve problems and engage safely and effectively in a digital world.

Through teaching the three strands of computing—**Computer Science**, **Information Technology**, and **Digital Literacy**- we aim to inspire curiosity, promote resilience, and equip our learners with the skills and understanding necessary to thrive in an increasingly digital society.

Aims and Outcomes

At St. Joseph's, we aim to develop pupils' computing knowledge and skills through practical, engaging, and purposeful experiences. Using the **Knowsley Scheme of Work**, pupils are given consistent opportunities to:

- Understand the principles of computer science.
- Write, test, and debug simple computer programs.
- Use technology to collect, analyse, and present information.
- Communicate and collaborate effectively online.
- Stay safe, respectful, and responsible in the digital environment.

By the end of Key Stage 2, our pupils will have:

1. Enjoyment and confidence in using a range of digital tools.
2. Secure knowledge of key computing vocabulary and processes.
3. The ability to plan, create, and refine digital content.
4. Problem-solving skills in programming and logical thinking.
5. An understanding of how computer systems and networks function.
6. Awareness of the ethical, legal, and safe use of technology.
7. Collaborative skills for working effectively with peers online.
8. An ability to critically evaluate online information and digital media.

Teaching and Learning of Computing

Computing is taught in discrete weekly lessons using the **Knowsley Scheme of Work**, with cross-curricular links embedded when appropriate. Lessons are delivered by class teachers and follow a clear progression of skills across the school.

Computing lessons may involve:

- Whole-class teaching and demonstration
- Guided instruction for programming
- Independent and pair-based tasks
- Interactive games and applications
- Use of unplugged activities (no-tech computational thinking)
- Digital content creation (e.g. videos, presentations, databases)
- Online research and e-safety discussions

Teaching is differentiated to meet the diverse needs of learners and to ensure that all children, regardless of starting point, can access and engage with the curriculum.

Curriculum Overview

Early Years (Reception)

In EYFS, computing is embedded within the **Understanding the World** strand. Children explore technology through play and guided activities, learning to:

- Use simple software and programmable toys.
- Understand basic cause and effect.
- Use digital devices safely and respectfully.
- Talk about their use of technology in everyday life.

Key Stage 1

Children build foundational skills in all three strands of computing, including:

- Understanding algorithms and basic programming.
- Using devices to create and manipulate digital content.
- Learning how to store and retrieve work.
- Being introduced to e-safety principles (e.g. keeping information private, identifying trusted adults).

Topics from the **Knowsley SOW** may include:

- Creating digital stories
- Introduction to coding
- Pictograms and simple databases
- Online safety

Key Stage 2

Children build on their KS1 learning to develop more sophisticated understanding and skills, including:

- Designing, writing and debugging programs using block-based or text-based coding.
- Understanding computer networks, including the internet.
- Collecting, analysing, and presenting data using spreadsheets and software tools.
- Creating multimedia projects using a range of apps and platforms.
- Deepening their understanding of online safety, digital footprints, and cyberbullying.

Topics from the **Knowsley SOW** may include:

- Web design and multimedia presentations
- Game creation and simulations
- Blogging and collaborative documents
- Spreadsheets and data logging
- Advanced coding with variables and functions

Recording and Assessment

Assessment in computing is ongoing and based on observation, questioning, and evaluation of digital work. Teachers assess against the key learning objectives outlined in the Knowsley SOW.

Methods of assessment include:

- Teacher observation during lessons
- Pupils' saved digital work
- Class discussions and reflections
- Use of end-of-unit assessment grids
- Peer assessment and self-evaluation

All work is recorded either digitally or in computing folders/books. Assessment data is monitored termly to inform future planning and support.

Monitoring

The **Computing Subject Leader** is responsible for:

- Monitoring teaching and learning across all year groups
- Reviewing pupil work and teacher planning
- Supporting staff in developing subject knowledge
- Evaluating the effectiveness of the scheme and resources
- Organising CPD for staff

Inclusion

Computing at St. Joseph's is inclusive and accessible for all learners, regardless of background, ability, or need. We are committed to ensuring that every child has the opportunity to succeed in computing through **adaptive teaching**, high-quality resources, and targeted support.

Adaptive Teaching for Pupils with SEND

Teachers plan and deliver lessons that are responsive to the diverse needs of their pupils by:

- **Using adaptive teaching strategies** to remove barriers to learning. This includes adjusting the pace, level of challenge, and task structure to suit the needs of each child.
- **Scaffolding learning** with visual aids, step-by-step guides, pre-teaching vocabulary, and hands-on resources.
- Providing **alternative methods of input and output** for pupils who may struggle with reading, writing, or motor skills (e.g. voice typing, drag-and-drop activities).
- Incorporating **structured routines and consistent instructions** to support pupils with cognitive or attention difficulties.

- Ensuring **collaborative working** is inclusive, with clearly defined roles that allow all pupils to contribute meaningfully.
- Offering **chunked instructions** and breaking complex tasks into manageable steps.
- Using **assistive technologies** where appropriate (e.g. accessibility features on iPads/laptops).

Class teachers work closely with the school's SENCO to ensure that the needs outlined in **Education, Health and Care Plans (EHCPs)** or support plans are addressed during computing lessons.

EAL Learners and Other Needs

Teachers also ensure that pupils with **English as an Additional Language (EAL)** are supported in accessing the computing curriculum through:

- Use of **visual instructions and pictorial resources**
- Modelling key vocabulary and sentence structures
- Allowing **peer support and mixed ability grouping** to build confidence
- Embedding computing vocabulary within wider language support

We also consider cultural and religious perspectives when delivering units involving online activity, content creation, or topics around digital communication and media.

Refer to the **SEN Policy** and **Equality Policy** for further detail on how the school ensures all pupils have equal access to learning.

Online Safety and Safeguarding

Online safety is a core part of our computing curriculum. All pupils are taught how to:

- Stay safe and secure online
- Create strong passwords
- Recognise and report inappropriate content
- Understand their digital footprint
- Use social media responsibly (where age-appropriate)

We follow the **Education for a Connected World** framework and the **Knowsley Online Safety resources**. E-safety is addressed in all year groups and reinforced during **Safer Internet Day** and assemblies.

Health and Safety

Teachers are responsible for ensuring:

- Safe and appropriate use of equipment and internet access
- Devices are used on stable surfaces with proper handling

- Awareness of cyber risks and adherence to Acceptable Use Policies (AUPs)
- Clean, hazard-free learning environments
- Close supervision when pupils use programmable equipment (e.g. robots, wires)

Resources

We have access to a range of hardware and software to support high-quality teaching and learning, including:

- iPads
- Programmable devices (e.g. Bee-Bots)
- Interactive whiteboards
- Software tools for coding, presentations, data handling, and creativity
- Age-appropriate online learning platforms

Teachers are responsible for managing classroom resources and reporting faults to IT support. The subject leader monitors and updates resources annually.

Roles and Responsibilities

Head teacher

- Supports the computing subject leader and monitors curriculum effectiveness
- Ensures staff have access to appropriate training and resources
- Oversees curriculum compliance with the National Curriculum

Subject Leader

- Reviews and updates the computing policy and curriculum
- Monitors teaching and learning across the school
- Supports staff with planning, assessment, and delivery
- Promotes the subject across the school
- Attends relevant CPD and keeps staff informed of developments
- Evaluates and maintains computing resources
- Reports to SLT and governors on computing outcomes

Classroom Teacher

- Plans and delivers lessons in line with the Knowsley SOW and National Curriculum
- Differentiates learning to meet pupils' needs
- Assesses and records progress
- Maintains an inclusive and safe learning environment
- Communicates regularly with the subject leader

Parents

- Support their children in safe and appropriate use of technology at home
- Engage with online safety guidance shared by the school

Links to Other Policies

- Curriculum Policy
- Online Safety / Safeguarding Policy
- SEN Policy
- Assessment Policy
- Acceptable Use Policy (AUP)
- Equality Policy

Policy Review

This policy will be reviewed every **two years** by the computing subject leader and governing body.

Reviewed: September 2025

Review Period: 2 years

Next Review: September 2027