St Michael's
C.E. Primary School

Computing Policy

Date	**May 2025**
Date for Review	**May 2027**

Our Theologically Rooted Christian Vision

Courage to Flourish in the Love of God

'I have come that [you] may have life, and have it to the full' (John 10:10)

[Therefore],

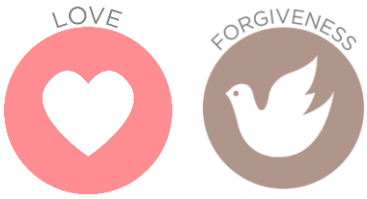
'Be strong and courageous… the Lord your God will be with you wherever you go.' (Joshua 1:9)

These biblical texts underpin our vision summary, 'Courage to flourish in the love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values.

Our Core Christian Values

Value	Biblical texts that underpin our values
	Philippians 4:13 'I can do all things through him who strengthens me.'

	John 1:5 'The light shines in the darkness, and the darkness has not overcome it.'
	1 Corinthians 13:4-8 'Love is patient and kind… it does not rejoice at wrongdoing but rejoices with the truth.' 1 John 1:9 'If we confess our sins, he is faithful and just and will forgive us'
	Proverbs 3:5-6 'Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.'
	Hebrews 10:24 'Let us be concerned for one another, to help one another to show love and to do good.'
	1 Thessalonians 5:18 'Be thankful in all circumstances, for this is God's will for you'

Introduction

The Computing Curriculum for 2014 states that '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.'

With this in mind, children need to be shown how to access all forms of Computing confidently in order to sufficiently prepare them for adulthood. Moreover, as children often already use Computing in their lives outside of school, technology provides the opportunity for relevant and accessible learning experiences that truly enrich the lives of pupils. Computing proves a highly motivating subject for many learners, both as an isolated subject and when used discretely in other areas of the curriculum.

Main aims for the teaching of Computing

Computing has become a big part of everyday life. Through teaching Computing, we equip children to participate in a world of rapidly changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them to develop the necessary skills for using information in a discriminating and effective way. This is a major part of enabling children to be confident, creative and independent learners.

Our objectives in the teaching of Computing are:

- to develop logical thinking and reasoning
- to facilitate the finding, selection and use of information.
- to teach the use of Computing for effective and appropriate communication.
- to enable the monitoring and control of events, both real and imaginary.
- to teach the application of Computing to children's learning across the curriculum.
- to explore the value of Computing, both to children and to society in general.
- to develop an understanding of issues of security, personal safety, confidentiality, and accuracy.
- to develop the cross-curricular use of Computing in all subjects.

Spirituality

Our definition of spirituality at St Michael's CE Primary School: To talk about spirituality is to talk about something which is beyond words. Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:
The stillness of the mind
The settling of the soul
The uplifting of the spirit
Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief. When discussing this with our pupils, we refer to spirituality as: The way WOWS, OWS and NOWS shape me into the person that I am and will become. Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.

Teaching and learning style
As an objective of teaching of Computing is to equip children with the technological skill to become independent learners, the teaching style that we adopt is as active and practical as possible. While, at times, we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them to progress in whatever they are studying.

We recognise that all classes have children with a wide range of Computing abilities. This is especially true when some children have access to Computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- sometimes grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

Computing curriculum planning
The school uses the Kapow scheme of work for computing. This follows the National Curriculum guidance for Computing and develops pupils' skills and knowledge of digital literacy, information technology and computer science. Kapow is organised into 5 key areas: Computing Systems and Networks, Programming, Creating Media, Data Handling and Online Safety.

We carry out the curriculum planning in Computing in three phases (long-term, medium- term and short-term). The long-term plan maps the Computing topics that the children study in each term during each key stage. The Computing subject leader devises this in conjunction with teaching colleagues in each year group, and the children often study Computing as part of their work in other subject areas.

Our long-term Computing plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.
Our medium-term plans, which are from Kapow, give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. The Computing subject leader is responsible for keeping and reviewing these plans.

The class teacher is responsible for writing the short-term plans with the Computing component of each lesson. These daily plans list the specific learning objectives and expected outcomes for each lesson. The class teacher adapts individual plans and s/he and the Computing subject leader discuss them on an informal basis, to match the ability in each class.

The topics studied in Computing are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

E-Safety

E-safety is an integral part of our Computing curriculum. Teaching e-safety in schools is crucial for helping students navigate the digital world responsibly and safely.

We include dedicated e-safety lessons within Computing and PSHE. These lessons cover topics such as cyberbullying, privacy settings, online behavior, and the impact of digital footprints. We also reinforce e-safety messages across various subjects, ensuring students are aware of online safety in different contexts.

We teach students to be respectful and responsible digital citizens. This includes understanding the consequences of their online actions and being mindful of their digital footprint. We encourage ethical use of technology by discussing topics such as respecting intellectual property and avoiding plagiarism and cyberbullying.

We teach students how to create strong passwords, manage their privacy settings, and protect their personal data online. We incorporate interactive e-safety resources such as videos, apps, and games that engage students and reinforce key safety messages.

We also take part in online safety day every year . We create an environment where students feel comfortable reporting any concerns related to online safety, whether it's cyberbullying, inappropriate content, or any other risks.

We involve parents in our e-safety efforts by communicating regularly with relevant information. We have clear school policies regarding the appropriate use of technology, and we communicate these policies to both students and staff.

The Foundation Stage

We teach Computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use and become familiar with a range of digital devices.

The contribution of Computing to teaching in other curriculum areas

The teaching of Computing contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while role-play simulations and the

Internet prove very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

Computing and Inclusion
At our school, we teach Computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching, we provide learning opportunities that enable all pupils to make good progress.

Assessment for Learning
Teachers will assess children's work in Computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work, particularly through self/peer evaluation.

Resources
Our resources are managed centrally by our MAT, which is responsible for ensuring all equipment is functional and for installing any necessary software updates as required. All teachers have their own laptop which they use for teaching and planning. Children have access to iPad and Chromebook during their computing lessons.

Monitoring and review
The coordination and planning of the Computing curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in Computing and by providing a strategic lead and direction for this subject.
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in Computing and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe Computing lessons across the school.

The quality of teaching and learning in Computing is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

The Computing policy and its implementation will be reviewed annually.

Reviewed May 2025
C.Bird