



Computing Policy

‘Growing in Faith and Learning’.

Our vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

A Introduction

This policy outlines the learning and teaching, organisation and management of computing at St. Leonard’s C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Our creative curriculum offers an inclusive cross-curricular curriculum which promotes and develops pupil’s English and Mathematics skills across the curriculum to support their acquisition of knowledge and enables pupils to apply their skills in a range of purposeful and relevant ways. Fluency in the English language and effective communication is an essential foundation for success in all subjects. Our teaching is grouped by themes which all focus around high quality texts. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England’s vision for Education.

B Purpose

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

C Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

D Characteristics of effective learning

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

E Progression of skills and Assessment

For each curriculum area, we identify key 'Milestones' which are essential skills that we strive for all pupils to achieve. Milestone 1 relates to end of Key Stage 1 expectations; Milestone 2 relates to end of year 4 expectations and Milestone 3 related to end of Key stage 2 expectations.

Teachers make judgements based on their knowledge of each pupil and evidence from their work to assess whether pupils are ***beginning*** (1) to master the skills, ***secure (2)*** or ***exceeding*** (3) expectations. These are then recorded annually so that subject leaders can keep an overview of standards.

Support and challenge

For pupils who are struggling to meet the age-related expectations, teachers will plan activities to enable pupils to achieve the earlier milestone or in the case of pupils in Key stage 1 key preceding targets which are recorded as P4-P8. For pupils who are exceeding Milestone 3, activities will be planned for pupils to work at a greater depth within the subject through extension and challenge activities.

F Role of the Coordinator

- Write, implement and review subject leader maintenance plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the Long-Term Curriculum Map and progression of skills for their subject using the Teach Computing scheme of work..
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and Moderate Assessments and keep an overview of standards and identifying target areas for improvement.
- Identify opportunities for pupils with a gift or a talent.
- Audit and order resources.
- Ensure e-safety learning is taught throughout school.

Signed

Computing Lead: L. Lowe
 Head teacher: K. Cullen
 Review Date: February 2027

Dated: February 2026
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