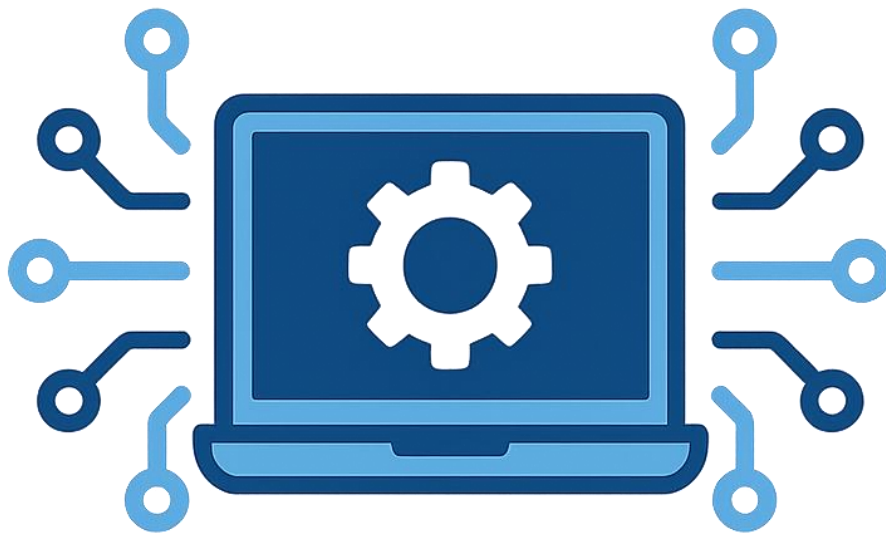




COMPUTING POLICY

Reviewed and Revised March 2026

Vision Statement

St Marie's is proud to be Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hand and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith
- Recognise and value each child as a loved and unique child of God
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Aims

Computing has become part of the way we all work and entertain ourselves. Almost everything we do at school now involves the use of technology:

- Online lesson research, teaching plans and resource materials
- Independent learning on laptops and iPads
- Lesson delivery via an interactive whiteboard
- Communication by e-mail
- Document distribution and storage and the use of One Drive
- Assessment information analysis
- Production and editing of reports

Through teaching Computing, we equip children to participate in the world of rapidly-changing technology. We enable them to find, explore, analyse, exchange and present information. We also help them 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.

The National Curriculum objectives of teaching Computing are to enable children:

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

Intent

Kapow Primary's Computing scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world – in other words, to think like computing experts. The intention is for pupils to develop the confidence to question and observe places, measure and record necessary data in a variety of ways and analyse and present their findings.

The scheme aims to build an awareness of how Computing shapes lives at multiple scales and over time. The hope is to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

The scheme supports teachers in developing their subject knowledge and skills, enabling the delivery of engaging, well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring all learners' full participation and potential achievement.

Implementation

At St Marie's RCP, we follow the condensed Kapow Primary Computing Scheme of Work. The Computing curriculum is taught for one hour per week in both Key Stage 1 and Key Stage 2. In Key Stage 1, the class teachers implement the curriculum and in Key Stage 2, Mr Janosko, a specialist teacher, is employed to teach the Computing curriculum.

CPD

Kapow Primary supports teachers in delivering the Computing curriculum effectively through clear and informative CPD videos.

These videos directly related to the teaching and learning within the lesson or unit and are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

Teacher knowledge is provided that is relevant to particular lessons. This includes tips on lesson organisation, common misconceptions and additional subject knowledge to help teach tricky concepts with confidence.

Lesson Structure



Recap and recall

Each Computing lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where children engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

The Kapow Primary Computing scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary Computing lessons include a range of strategies to support and challenge every pupil, such as:

- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- **Multi-sensory approaches** – lessons incorporate different elements to engage all learners.
- **Clear instructions and structured tasks** – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Spiral curriculum

Kapow Primary's Computing scheme incorporates a spiral curriculum model, ensuring that children revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- **Revisiting key concepts** – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth** – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention** – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development** – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- **Adaptive learning** – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Recap and recall

- **Activates prior knowledge** – helps pupils make connections between new and existing learning, reducing cognitive overload.
- **Strengthens memory pathways** – retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding** – teachers can quickly assess what children remember and address misconceptions before introducing new content.
- **Builds confidence** – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.
- **Promotes spaced learning** – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Cross-curricular learning

Kapow Primary's Computing scheme supports cross-curricular learning by making clear connections between subjects, helping pupils develop a broader understanding of key concepts and skills.

Cross-curricular links are explicitly highlighted: each unit includes identified cross-curricular connections, detailed in the unit hub and long-term plans. These allow teachers to integrate learning across different subjects. In addition, each lesson has a Cross-curricular links section that shows the links to the National curriculum in subjects other than Computing.

Furthermore, in Key Stage 2, we have a complete unit that is linked to another subject in each year group. This allows us to make meaningful cross-curricular connections, deepen pupils' understanding by revisiting key concepts through different disciplinary lenses, and provide richer, more coherent learning experiences. By tailoring these units to the specific needs, interests, and starting points of our children, we ensure that the curriculum remains engaging, relevant, and responsive to the learners in our school community.

Impact

Formative Assessment

Kapow Primary Computing lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative Assessment

Each unit provides an *Assessment quiz* and *Knowledge catcher*, which allow teachers to measure pupils' understanding at key points. These tools help gauge how well pupils have retained key knowledge and skills over time.

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, code structures and creative responses. All pupils save their work on Seesaw.

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

The [*Assessment spreadsheet*](#) helps to help track pupils' Computing attainment over time. This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

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 way 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 IPC subjects. Computing enables children to present their information and conclusions in the most appropriate way. Quite a lot of software is generic and can therefore be used in several curriculum areas.

English

Computing is a major contributor to the teaching of English. Children's reading development is supported through talking stories. As the children develop mouse and keyboard skills, they learn how to edit and revise text on a computer. They have the opportunity to develop their writing skills by using role-play apps on iPads, communicating with people via e-mail, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They also learn how to improve the presentation of their work by using desktop publishing software. There is in addition a variety of software which targets specific reading, grammar and spelling skills.

Mathematics

Children use Computing in Mathematics to collect data, make predictions, analyse results, and present information graphically. Screen robots allow pupils to give exact instructions for a particular route, or to use their knowledge of angles to draw a range of polygons. Children also improve their knowledge of algorithms using SCRATCH programming.

Science

Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs.

Personal, Social and Health Education (PSHE) and Citizenship

Computing contributes to the teaching of PSHE and citizenship in that children in Computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of technology, and they also gain an insight into the interdependence of technology users around the world.

Resources

At St Marie's we have a full class set (32) iPads that can be used by all year groups as well as an additional 15 iPads between Year 5 and Year 6. All classrooms have interactive whiteboards, teacher laptops and 1 teacher iPad, which can be used with Air Server. We are a cloud based school, which means all files are stored on One Drive.

We employ a technician through Holker IT, to keep our equipment in good working order. Members of staff report faults or problems directly to Holker. The technician will also set up new equipment install software or apps.

In order to protect data and keep our school computers virus-free, we no longer allow the use of external hard drives and memory pens – all files must be saved onto One Drive, using school email addresses.

Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the subject leader. The Computing subject leader is also responsible for supporting colleagues in their teaching of Computing, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for computing in the school. The subject leader reports to the head teacher via the school development plan on an annual basis.

This policy will be reviewed every two years.

The date of the next review will be March 2028.