



Saint Michael Catholic Primary School

Computing Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

Date for review: September 2026

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1. Aims

Intent - What are we trying to achieve?

Our Computing curriculum aims to help support our children for a rapidly changing world through the use of technology. We help our pupils to develop their computational thinking skills and creativity, applying the fundamental principles of computer science to a variety of problems. They will understand that computing can have a positive impact on the world and know how to stay safe online.

At the core of our computing curriculum is computer science, in which pupils are taught the key principles of information and computation, how digital systems work, and how to use this knowledge through programming. Building on this knowledge and understanding, we intend for our children to use information technology to create programs, systems and a range of content. We aim to ensure 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.

Implementation – How is the curriculum being delivered?

We have analysed the national curriculum programme of study for Computing and broken down the content into the following stands: computers, using computers, coding, networks, net-searches and E-safety. The curriculum content is broken into specific objectives for each year group and mapped to show progression through the year groups.

Computing is taught both discreetly and cross-curricular, supporting other areas of learning across the school. This begins in Early Years; children in Reception learn about the technologically diverse world through the 'Understanding the World' area of learning. The children's learning of key computing knowledge and skills is taught through a balance of direct teaching and opportunities in the children's continuous provision.

In Key Stage 1 and 2, our curriculum is delivered through our exceptional scheme of learning designed by our specialised computing teacher. It is comprised of three aspects: Digital Literacy & Online Safety, Computational Thinking and Information Technology. Children in Years 3- 6 receive one lesson of skill-specific Computing provision a week, but our learning doesn't stop there. We utilise our laptops the curriculum to enhance our children's learning experiences. Year 1 – Year 2 children receive one lesson of skill-specific Computing provision every other week.

A Curriculum Map is shared on the school's website so that parents can support their child's learning at home.

Pupils will be given verbal feedback each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

Our Computing curriculum teaches essential life skills for modern children. It will help them to become active participants in their digital world and prepare them for navigating it independently and responsibly as they mature.

Computing will promote the pupil's spiritual, moral, social and cultural development by ensuring they understand that their moral code applies to their digital presence. They will see that computing can be a force for positive world change.

Computing will promote British Values by ensuring children understand right and wrong, understand consequences and know that mutual respect is important.

Computing will help pupils develop a Growth Mindset by demonstrating that most problems are fixable by unpicking them logically.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring how resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy