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ICT and Computing Policy	**Issued**: October 2026	**Issued by**: T Howarth - Headteacher
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Feckenham C of E Primary School

COMPUTING POLICY

Date Policy Reviewed:	October 2026	
Date Approved By Governing Body:		
Signed Headteacher:		Tanya Howarth
Signed Chair of Governors:		Julie Grieve
Review Date:	October 2027	

Vision

"With God we grow to live life in all its fullness."

At Feckenham CE Primary School, we believe that Computing is an integral part of preparing children to live in a world where technology is continuously evolving. Technology influences how we learn, communicate, create, collaborate and solve problems. We recognise that today's children are preparing for futures that will involve technologies that do not yet exist.
Rooted in our Christian values of Hope, Wisdom, Community and Dignity, we encourage children to use technology thoughtfully, ethically and creatively. We aim to develop confident, responsible and resilient digital citizens who can use technology safely and effectively to enhance their learning and prepare for life in modern Britain.

As stated in the National Curriculum:

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

Purpose

The Computing National Curriculum is organised into three interconnected strands:

- Computer Science
- Information Technology
- Digital Literacy

Through these strands, pupils develop the knowledge, understanding and skills needed to understand and use technology effectively, safely and responsibly.

This policy reflects the values and philosophy of Feckenham CE Primary School in relation to the teaching and learning of Computing. It provides a framework within which teaching and support staff can operate and gives guidance on planning, teaching, assessment and monitoring.

This policy should be read in conjunction with:

- Online Safety Policy
- Safeguarding Policy
- Behaviour and Relationships Policy
- SEND Policy

Aims

At Feckenham CE Primary School we aim to ensure all pupils:

- are provided with a relevant, challenging and enjoyable Computing curriculum;
- meet the requirements of the National Curriculum for Computing;
- develop confidence, competence and creativity when using technology;
- understand the fundamental principles of computer science;
- use technology safely, respectfully and responsibly;
- become digitally literate and able to evaluate information critically;
- develop computational thinking and problem-solving skills;
- use technology to support learning across the wider curriculum;
- understand how technology is used in the modern world and the opportunities it provides;
- are prepared for the next stage of their education and for life in an increasingly digital society.

The Three Strands of Computing

Our Computing curriculum is built around three interconnected strands.

Computer Science

- Computer Science teaches pupils how digital systems work and develops computational thinking skills. Pupils learn about algorithms, programming, logical reasoning, debugging and problem-

solving. Through these experiences, children learn to design, create and evaluate programs whilst developing resilience and perseverance.

Information Technology

- Information Technology enables pupils to use technology purposefully to create, organise, store, manipulate and present information. Pupils learn to select appropriate digital tools, create digital content and use technology to support learning across the curriculum.

Digital Literacy

- Digital Literacy enables pupils to become safe, responsible and respectful users of technology. Pupils learn how to keep themselves safe online, manage information effectively, communicate appropriately, evaluate digital content critically and understand their responsibilities as digital citizens.

Together, these three strands provide pupils with the knowledge, skills and understanding needed to thrive in an increasingly digital world.

Intent

- At Feckenham CE Primary School, we intend for all children to develop the knowledge, skills and understanding required to thrive in a digital society.
- Through a carefully sequenced curriculum, pupils learn how technology works, how digital systems are used in everyday life and how technology can be used safely and effectively.
- We aim to develop children who:
- understand the fundamental principles of computer science;
- analyse problems and design solutions through computational thinking;
- create digital content for different purposes and audiences;
- communicate responsibly using technology;
- understand the opportunities and risks associated with digital technologies;
- use technology safely, respectfully and responsibly;
- appreciate the role technology plays in society and future careers.
- Computing also supports pupils' spiritual, moral, social and cultural development and provides opportunities to develop independence, collaboration, resilience and creativity.

Implementation

At Feckenham CE Primary School, Computing is taught through a carefully planned and progressive curriculum that ensures pupils develop knowledge, skills and understanding over time. We use the Kapow Primary Computing Scheme as the basis of our curriculum, supplemented by additional high-quality resources where appropriate. Learning is designed to build progressively from Reception to Year 6, enabling children to develop confidence, creativity and competence across all three strands of Computing.

Curriculum Structure

Computing is taught as a discrete subject and is also used to enhance learning across other curriculum areas. The curriculum is sequenced to ensure that pupils revisit and build upon prior learning, enabling them to make sustained progress through the school.
Through Computing lessons, pupils are provided with opportunities to:

- develop computational thinking and problem-solving skills;
- create, evaluate and improve digital content;
- work independently and collaboratively;
- communicate effectively using technology;
- become increasingly confident users of a range of digital tools and technologies;
- apply their Computing knowledge and skills across the wider curriculum.

Early Years Foundation Stage

In the Early Years, children develop their understanding of technology through purposeful play, exploration and adult-guided activities. Computing is not limited to the use of computers; children are encouraged to recognise and use technology in a variety of real-life contexts.
Opportunities are provided for children to:

- explore cause and effect;
- use programmable toys and simple technology;
- create digital content;
- develop communication and language skills through technology;
- begin to understand how technology can support learning and everyday life.

Key Stage One

Pupils are taught to:

- understand what algorithms are and how they are implemented as programs on digital devices;
- create and debug simple programs;
- use logical reasoning to predict the behaviour of simple programs;
- use technology purposefully to create, organise, store and retrieve digital content;
- recognise common uses of information technology beyond school;
- use technology safely and respectfully, keeping personal information private and knowing where to seek help if they have concerns.

Key Stage Two

Pupils are taught to:

- design, write and debug programs that accomplish specific goals;
- use sequence, selection and repetition in programs;
- use logical reasoning to explain how algorithms work and identify errors;
- understand computer networks, including the Internet and the services it provides;
- use search technologies effectively and evaluate digital content critically;
- use technology safely, respectfully and responsibly;
- select, use and combine a range of software to collect, analyse, evaluate and present information and data.

Management and Organisation

The Computing Subject Leader is responsible for leading the development of Computing throughout the school and ensuring the subject continues to develop in line with curriculum requirements and emerging technologies.
Key responsibilities include:

- monitoring standards of teaching and learning;
- supporting colleagues with curriculum planning and delivery;
- identifying priorities for development through action planning;
- maintaining and reviewing Computing resources;
- monitoring pupil outcomes and curriculum provision;
- supporting staff professional development;
- keeping abreast of local and national developments in Computing education.

The Subject Leader works closely with the Headteacher to ensure Computing remains an effective and valued part of the curriculum.

Staffing and Staff Development

The school recognises the importance of ongoing professional development in a rapidly changing technological world. Staff are supported through access to training, curriculum guidance and high-quality resources.
Staff will:

- have access to relevant professional development opportunities;

- receive support and guidance from the Computing Subject Leader;
- utilise Kapow Primary and other approved resources effectively;
- share good practice with colleagues;
- work in partnership with parents and carers to promote safe and responsible use of technology.

Online Safety

Online safety is an integral part of our Computing curriculum and wider safeguarding culture. We recognise that children are growing up in an increasingly digital world and require the knowledge and skills to navigate online environments safely, responsibly and confidently.
A progressive online safety curriculum ensures that pupils learn how to:

- keep personal information safe;
- build positive online relationships;
- recognise risks and inappropriate behaviour online;
- report concerns to trusted adults;
- evaluate online content critically;
- understand their digital footprint;
- use emerging technologies, including artificial intelligence, responsibly.

Online safety is taught through Computing lessons, Relationships Education, assemblies and wider safeguarding opportunities.
Parents and pupils sign the school's Acceptable Use Agreements and online safety messages are regularly reinforced throughout the year. The school also participates annually in Safer Internet Day.

Inclusion

We believe that all children have the right to access a high-quality Computing education. Computing forms part of our commitment to providing a broad and balanced curriculum for every pupil.
Teaching is adapted to meet the needs of all learners and may include:

- visual supports;
- scaffolded tasks;
- adapted instructions;
- assistive technology;
- additional adult support;
- alternative methods of recording.

Technology is also used to support pupils with SEND across the wider curriculum. As part of our autism-friendly approach, pupils may be supported through the use of visual timetables, coloured backgrounds, printed supports and other reasonable adaptations where appropriate.
Resources and Access
The school is committed to maintaining high-quality Computing resources that support effective teaching and learning. Resources are reviewed regularly to ensure they remain relevant, secure and fit for purpose.
Pupils have access to a range of technologies including:

- classroom computers;
- laptops;
- iPads;
- interactive display technology;
- programmable devices;
- age-appropriate software and online platforms.

Computing resources are organised to ensure that all pupils have regular opportunities to access technology as part of both discrete Computing lessons and wider curriculum learning. Staff are expected to report technical issues promptly to minimise disruption to learning.

Impact

Assessment

Assessment is an integral part of teaching and learning in Computing and is used to inform future planning and support pupil progress.
Teachers assess pupils through:

- observation during lessons;
- questioning and discussion;
- practical tasks and digital outcomes;
- ongoing formative assessment activities.

Attainment and progress are recorded on Arbor in line with the school's assessment procedures. This information is used to:

- monitor progress and attainment;
- identify gaps in learning;
- inform future planning;
- provide additional support where required;
- ensure appropriate challenge for all pupils.

Pupils are encouraged to reflect on and evaluate their own learning, helping them to develop increasing independence and ownership of their progress.
Information about achievement and attainment is shared with parents through reports, parent consultation meetings and end-of-year reporting procedures.

Monitoring

The effectiveness of the Computing curriculum is monitored through a range of activities, including:

- assessment analysis;
- pupil voice;
- work scrutiny;
- learning walks;
- curriculum reviews;
- discussion with staff and pupils.

Findings are used to celebrate strengths, identify areas for development and inform future curriculum planning.

Monitoring and Review

This policy will be reviewed annually by the Computing Subject Leader and Headteacher, or sooner if changes to curriculum requirements, safeguarding guidance or school procedures make this necessary.
This policy should be read alongside the following school policies:

- Safeguarding Policy
- Online Safety Policy
- Behaviour and Relationships Policy
- SEND Policy
- Relationships Education Policy

Appendix 1 - Glossary of terms

Algorithm – an unambiguous procedure or precise step-by-step guide to solve a problem or achieve a particular objective.

Computer networks – the computers and the connecting hardware (wifi access points, cables, fibres, switches and routers) that make it possible to transfer data using an agreed method ('protocol').

Control – using computers to move or otherwise change 'physical' systems. The computer can be hidden inside the system or connected to it.

Data – a structured set of numbers, representing digitised text, images, sound or video, which can be processed or transmitted by a computer.

Debug – to detect and correct the errors in a computer program.

Digital content – any media created, edited or viewed on a computer, such as text (including the hypertext of a web page), images, sound, video (including animation), or virtual environments, and combinations of these (i.e. multimedia).

Information – the meaning or interpretation given to a set of data by its users, or which results from data being processed.

Input – data provided to a computer system, such as via a keyboard, mouse, microphone, camera or physical sensors.

Internet – the global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate. logical reasoning – a systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.

Output – the information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly though the control of motors in physical systems.

Program – a stored set of instructions encoded in a language understood by the computer that does some form of computation, processing input and/ or stored data to generate output.

Repetition – a programming construct in which one or more instructions are repeated, perhaps a certain number of times, until a condition is satisfied or until the program is stopped.

Search – to identify data that satisfies one or more conditions, such as web pages containing supplied keywords, or files on a computer with certain properties.

Selection – a programming construct in which the instructions that are executed are determined by whether a particular condition is met.

Sequence – to place programming instructions in order, with each executed one after the other.

Services – programs running on computers, typically those connected to the internet, which provide functionality in response to requests; for example, to transmit a web page, deliver an email or allow a text, voice or video conversation.

Simulation – using a computer to model the state and behaviour of real-world (or imaginary) systems, including physical and social systems; an integral part of most computer games.

Software – computer programs, including both application software (such as office programs, web browsers, media editors and games) and the computer operating system. The term also applies to 'apps' running on mobile devices and to webbased services.

Variables – a way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.

World Wide Web – a service provided by computers connected to the internet (web servers), in which pages of hypertext (web pages) are transmitted to users; the pages typically include links to other web pages and may be generated by programs automatically.

'Naace- Computing in the National Curriculum- A guide for primary teachers'