

Barton Seagrave Primary School Computing Policy

At Barton Seagrave Primary School, we believe that every child should become confident, creative and responsible users of technology. Through our Computing curriculum, pupils will develop the knowledge, skills and understanding required to participate safely and effectively with all elements of digital technology. At Barton, our curriculum is delivered and supported around the use of the **Kapow Primary Computing Scheme of Work**, which provides full coverage of the National Curriculum and ensures progression from EYFS through to Year 6.

Our aims:

- Understand and apply the basic principles of using technology effectively.
- To design, write and debug programmes based around coding.
- Solve and analyse technology-based problems using computational thinking.
- Create digital content through a variety of different software programmes.
- Become respectful, responsible and safe when using technology and the internet.
- To understand data and digital systems.
- Develop independence, creativity and perseverance through the use of digital learning.
- Apply computing skills across the wider curriculum.

Curriculum Implementation:

At Barton, we provide a broad and balanced Computing education which builds on knowledge progressively through a spiral curriculum. Reception pupils planning and implementation of computing is obtained from the **Early Years Foundation Stage (EYFS) framework** specifically taken from, **Understanding the World, Communication and Language and Expressive Arts and Design**. Our Key Stage 1 and Key Stage 2 curriculum is structured around the three core strands of the National Curriculum: **Computer Science, Information Technology and Digital Literacy**. These strands are woven throughout each year group to ensure progression and depth of understanding. Progression across the curriculum and school is as follows:

- **Foundation Stage:** Focuses on developing practical skills exploring technology, learning how to use a computer safely and basic programming and instructions.
- **Key Stage 1:** Focuses on basic algorithms, implementing and displaying key fundamental skills with technology, understanding and interpreting data and the use of digital imagery.

- **Key Stage 2:** Progresses to more complex algorithms through writing and debugging programmes, safely using a variety of software programmes, analysing and data handling.
- **Cross-Curricular Links:** Computing is linked to Core and Foundation subjects including Mathematics, Science, English, Art/DT, Music, PSHE, Geography and History.
- **Online safety:** Pupils are taught effectively across the school how to stay safe online, identify inappropriate content, protect personal information, understand cyberbullying and how to report concerns.

At our school, we revisit key concepts regularly with increasing complexity.

Teaching and Learning

- **Planning:** Pupils undertake both practical and written based elements of work. Units are based on a long-term progression framework to ensure that skills are built upon each year. Units may be stand alone or linked to another subject or topic. The planning considers the use of a variety of tools, programmes and on and offline sources. This also builds on the National curriculum core strands.
- **Inclusion:** All pupils have full access to the computing curriculum through a range of open-ended tasks and additional adult support. The use of adaptive technology where appropriate. Progress is captured through varied media, photographs, and verbal explanations, ensuring that assessment does not rely solely on written output or a finished product. The Computing Leader will regularly monitor the curriculum and learning environment to identify and assist with removing any barriers to learning.

Online Safety:

Online safety provides and forms such an integral part of the curriculum at our school. Pupils are consistently taught to:

- stay safe online
- protect personal information
- recognise inappropriate content
- report concerns
- understand cyberbullying
- respect copyright and intellectual property
- communicate responsibly online.

At Barton, we follow statutory safeguarding guidance and the schools online and safeguarding policies.

Assessment, Monitoring and recording

- **Formative Assessment:** Ongoing teacher observation and verbal feedback during lessons help gauge progress and forms part of the spiral curriculum.

- **Summative Assessment:** Progress is recorded against the EYFS Framework for Reception pupils and the National Curriculum objectives for Key Stage 1 and 2, at the end of each unit.
- **Monitoring:** The Computing Subject Leader will conduct learning walks, planning, digital and book work scrutiny, and pupil voice to ensure high standards of teaching and learning throughout the school.
- **Recording and evidence:** Progress is recorded through written and practical based activities.

Roles and Responsibilities

- **Subject Leader:** Responsible for the strategic direction of the subject, resource management, and supporting both staff and pupil development.
- **Class Teachers:** Responsible for planning, safe delivery of lessons, and maintaining a safe environment.
- **Headteacher & Governors:** Responsible for ensuring the statutory requirements of the National Curriculum are met.

Date of Policy: June 2026

Review Date: June 2027

Approved by: Headteacher _____

Governor _____