

Computing Policy

St Matthew's Catholic Primary School



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This policy sets out how St Matthew's Catholic Primary School plans, teaches and assesses computing from EYFS to Year 6. Using the MGL scheme, adapted to our pupils' needs, we develop practical computing skills, computational thinking and responsible digital citizenship. Our school mission, Love, Learn, Shine Together with Jesus, underpins how we learn and behave online.

Vision and Aims

We want every child to become a confident, creative and responsible user of technology. Computing enables pupils to solve problems, communicate ideas and understand the digital systems they encounter in everyday life. Our curriculum combines computer science, information technology and digital literacy, with online safety taught throughout.

We aim to develop pupils' understanding of how programs work, their ability to create and debug solutions, and their confidence in selecting digital tools for a purpose. Pupils learn to evaluate information, use technology respectfully and seek help when needed. Practical projects and meaningful contexts encourage creativity and independence, while collaboration develops communication and perseverance.

Progression in Computing

Progression begins with purposeful play, following instructions, sequencing actions and exploring cause and effect in EYFS. Children practise sharing resources, using simple controls and asking an adult for help. These experiences support the transition into Key Stage 1, where pupils create simple programs, organise digital content and begin to explain how technology works.

In lower Key Stage 2, pupils develop more complex programs, use a wider range of software and begin to understand networks and how information is shared. In upper Key Stage 2, pupils work with greater independence to design solutions, evaluate digital outcomes and make informed decisions about online information and behaviour.

Teachers revisit important concepts and vocabulary and build new learning on what pupils already know. Computing capability is developed through explicit subject teaching and applied across other curriculum areas. Using an application in another subject supports practice but does not replace planned computing teaching.

Curriculum Design and Planning

Our Key Stage 1 and Key Stage 2 curriculum is based on the National Curriculum for computing. We use the MGL scheme of work as the planning framework and adapt activities, resources and support to meet the needs of our pupils while maintaining the intended learning.

Long-term planning maps units across year groups and ensures coverage of computer science, information technology, digital literacy and online safety. Medium-term planning identifies the sequence of learning within each unit, prior knowledge, vocabulary and expected outcomes. Lesson planning sets clear objectives, practical tasks, assessment opportunities and adaptations.

Teachers liaise with the computing subject leader to review progression and coverage, resolve resource needs and identify next steps. MGL support and professional development help staff strengthen subject knowledge and use resources effectively. New software and equipment are selected for educational purpose, accessibility and suitability for pupils.

Cross-curricular activities provide meaningful reasons to apply computing skills. Pupils may research a history topic, present geographical data, edit writing, create artwork or record a scientific explanation.

Teachers make the computing purpose explicit and teach safe, accurate and responsible use in each context.

EYFS and Key Stage 1 Curriculum Design and Planning

In EYFS, computing experiences contribute to the wider curriculum through language, problem solving, physical coordination, collaboration and creative expression. There is no separate computing Early Learning Goal. Adults plan appropriate opportunities to explore technology alongside practical and unplugged activities, rather than treating screen use as an end in itself.

Children may sequence instructions in play, explore programmable toys, take photographs with support or use digital tools to create pictures and recordings. Adults model careful handling, turn-taking and asking for help. These experiences build the vocabulary, confidence and habits needed in Year 1.

Key Stage 1 teaching introduces algorithms as ordered instructions that can be followed by a person or device. Pupils create and debug simple programs, predict what instructions will do and use technology to create, organise and retrieve content. They identify everyday uses of technology and practise protecting personal information and reporting concerns. Bee-Bots and simple programming activities provide accessible, practical starting points.

Key Stage 2 Curriculum Design and Planning

Key Stage 2 develops pupils' understanding of programming, digital systems and purposeful use of information technology. Pupils design programs to achieve specific goals, break problems into smaller parts and use sequence, repetition, selection, variables and input or output as appropriate. They use logical reasoning to explain errors and improve solutions.

Pupils learn how computer networks support communication, including through the internet. They develop search strategies, evaluate digital information and select software to create, organise and present work. Projects may combine text, images, sound, animation or data. Online safety teaching develops increasingly thoughtful decisions about privacy, respectful communication, trust and reporting problems.

Strong Foundations in Computing

Secure foundations include understanding instructions, identifying patterns, explaining choices and checking whether an outcome matches the intention. Teachers combine unplugged activities with device-based work so that pupils understand concepts as well as operating software.

Pupils practise logging in safely, using keyboards and other controls, saving and retrieving work, and handling equipment responsibly. Explicit vocabulary teaching, retrieval and repeated application help pupils retain learning. Teachers check understanding and correct misconceptions before increasing complexity.

Teaching and Learning the St Matthew's Way

Lessons begin by checking relevant prior learning and explaining the objective and vocabulary. Teachers model a process or concept, check understanding, provide guided practice and support increasingly independent application. Demonstrations, oral rehearsal, visual instructions and talk partners help pupils explain how their work functions.

Practical tasks have a clear purpose and offer opportunities to create, test and improve. Teachers use open-ended outcomes and appropriate challenge, while giving pupils enough structure to succeed. Pupils work independently and collaboratively; when devices are shared, roles are organised so that everyone participates.

Debugging is taught as a normal part of learning. Pupils predict outcomes, run their programs, identify errors and explain changes. Teachers encourage evaluation of digital content against its purpose and audience. Feedback focuses on the computing learning and informs the next stage of teaching.

Inclusion and Adaptation

Every pupil should access ambitious computing learning, including pupils with SEND, pupils learning English as an additional language and those with limited access to technology at home. Teachers consider Pupil Profiles and individual targets when planning support and avoid assuming that home experience reflects a child's potential.

Adaptations include visual instructions, smaller steps, vocabulary rehearsal, additional demonstrations, accessible controls, enlarged displays and extra practice. Learning support assistants provide targeted guidance while encouraging independence. Pupils can demonstrate understanding through discussion, practical activity, recordings or digital outcomes.

Technology also supports access across the curriculum. Appropriate school-approved tools, including Seesaw and specialist applications where available, can offer alternative ways to communicate and record learning. More confident pupils deepen their understanding by improving efficiency, explaining decisions and exploring alternative solutions.

Assessment and Responsive Teaching

Teachers assess through observation, questioning, discussion and review of pupils' digital work. They check both the finished outcome and the pupil's understanding of the process. Assessment identifies misconceptions, informs support and helps teachers decide when pupils are ready to progress.

Evidence may include programs, presentations, images, audio, screenshots and pupils' explanations. Code Studio progress and work stored in Seesaw, where used, support assessment and recording. Platform completion data is considered alongside independent performance and discussion rather than used as the only evidence.

At the end of a unit, teachers review evidence against the objectives to identify pupils needing further consolidation, those meeting expectations and those demonstrating deeper understanding. Self-assessment and peer feedback support debugging and improvement. Staff review examples together to moderate judgements and support consistent expectations. Access to stored work follows school permissions and data protection procedures.

Online Safety and Responsible Use

Online safety is an ongoing part of computing and is reinforced whenever technology is used across the curriculum. Pupils learn to protect personal information, use passwords appropriately, communicate respectfully and ask permission before photographing or sharing information about others. They learn that online content may be inaccurate or misleading and that digital actions can affect other people.

Teachers model safe searches and use school-approved platforms and suitable resources. Pupils are taught to stop and tell a trusted adult if they encounter upsetting content, unwanted contact or anything that feels unsafe. Concerns are recorded and passed promptly to the designated safeguarding lead through school procedures.

Adults supervise technology use and follow the school's safeguarding, online safety and acceptable use arrangements. Filtering and monitoring support these arrangements alongside teaching and supervision. Technical concerns are reported through the school's IT support processes. Personal data, photographs and pupil work are handled and shared only through authorised systems and in accordance with school policy.

Pupils learn to respect ownership of digital content, acknowledge sources where appropriate and use materials responsibly. Age-appropriate discussion includes balancing screen use with other activities, recognising the effects of online behaviour and knowing how to obtain help.

Personal Development and Building the Kingdom

Our Catholic ethos guides responsible digital citizenship. Pupils learn that kindness, honesty, respect and care for others apply online as well as in person. Discussions consider fairness, privacy and the consequences of digital choices.

Collaborative projects develop cooperation and listening; creative tasks help pupils communicate their ideas and recognise their strengths. Pupils consider how technology can support communities and improve lives, while learning to evaluate its use thoughtfully. Teachers promote participation and challenge stereotypes about who can succeed in computing.

Leadership Monitoring and Review

The computing subject leader supports colleagues with planning, subject knowledge, assessment and effective use of resources. Allocated leadership time enables planning reviews, learning walks, review of digital work, pupil discussions and coaching or team teaching. Staff CPD and the sharing of effective practice support consistent teaching.

Monitoring considers progression, curriculum coverage, online safety, inclusion and the quality of pupil understanding. The subject leader reviews standards with senior leaders and provides an annual summary to the headteacher, identifying strengths, priorities and resource needs. Relevant developments are reported to governors. This policy is reviewed annually, or sooner if provision or guidance changes.

Resources and Equipment

The school uses interactive classroom boards, teacher laptops and pupil devices such as Chromebooks, iPads and MacBooks to support computing and wider learning. Bee-Bots support early programming. Liverpool IT services support the maintenance of school technology, and MGL can provide additional resources for particular learning objectives, subject to availability.

Teachers select appropriate equipment and software and check that resources are ready before lessons. Pupils are taught safe handling, sensible volume levels, care around cables and chargers, and responsible storage. Faults or damage are reported promptly. Specialist resources, such as Sphero robots, green screens or virtual reality equipment, are used when suitable and available, with appropriate supervision.

Working with Families

We share curriculum information and guidance to help families support safe, purposeful technology use. Parents and carers are encouraged to discuss online experiences, support suitable boundaries and contact school with concerns. Home access to school-approved learning platforms can reinforce learning and communication.

Staff explain how to use relevant platforms and share account information securely. Teachers consider barriers to access and provide an alternative where a home task would otherwise disadvantage a child.

Homework

Where computing homework is set, it reinforces taught knowledge and skills through a manageable task, discussion or school-approved platform. Activities have a clear purpose and instructions for safe use. Pupils are not expected to have specialist software or equipment at home; alternatives are provided where needed. Families are encouraged to support independence and responsible use.

Related Guidance

Department for Education National Curriculum in England computing programmes of study:
<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Current statutory EYFS framework; MGL computing scheme and school planning documents.

Current school policies for safeguarding and child protection, online safety, acceptable use, data protection, SEND, assessment, curriculum and health and safety.

This policy draws on St Matthew's Computing Policy 2025–2026 and reorganises its provision within the school policy template.