



Computing Policy

Waddington and West Bradford Primary School

Policy title: Computing Policy

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1. Purpose

Computing is an essential part of the National Curriculum and has a central role in preparing pupils for life in an increasingly digital world. Through Computing, pupils learn to understand how digital systems work, to develop computational thinking, and to use technology safely, creatively and effectively.

At Waddington and West Bradford Primary School, we are committed to ensuring that all pupils receive a high-quality Computing education that is ambitious, carefully sequenced and inclusive. This policy outlines the principles, expectations and procedures that underpin the teaching of Computing across the school.

2. Aims

The Computing curriculum at Waddington and West Bradford is designed to enable all pupils to:

- develop an understanding of computational thinking, including logic, algorithms and problem-solving
- understand how digital systems work
- use technology to express themselves, develop ideas and create digital content
- become confident, competent and responsible users of technology
- understand how to stay safe online and act responsibly in digital environments
- access a broad, progressive and inclusive Computing curriculum from Early Years to Year 6

3. Curriculum Intent

At Waddington and West Bradford, our intent is to deliver a broad, ambitious and knowledge-rich Computing curriculum which fully meets the requirements of the National Curriculum for England.

The curriculum is designed to:

- build knowledge and skills progressively from year to year



- ensure that key concepts are revisited and deepened over time
- develop pupils' confidence in using technology for purposeful outcomes
- support pupils to become digitally literate
- promote safe, responsible and respectful use of technology
- enable pupils to apply computational thinking to a range of contexts

The school uses the **KAPOW** scheme of work as the core curriculum framework. This provides a coherent sequence of learning that supports progression across the three strands of Computing:

- Computer Science
- Information Technology
- Digital Literacy

4. Curriculum Implementation

Computing is taught as a discrete subject and is also used where appropriate to support learning across the wider curriculum.

4.1 Teaching sequence

- Teachers follow the agreed Computing curriculum map and Kapow units from the condensed curriculum.
- Lessons are sequenced to ensure clear progression in knowledge, skills and vocabulary.
- Learning builds on prior knowledge and prepares pupils for subsequent learning.

4.2 Teaching approaches

- Computing lessons are practical, active and purposeful.
- Pupils are given regular opportunities to create, debug, explore and solve problems.
- Teachers model new learning clearly and make effective use of questioning, discussion and demonstration.
- Pupils are taught to explain their thinking and apply subject-specific vocabulary accurately.
- Teachers focus on developing conceptual understanding, not simply on teaching pupils how to use particular software.



4.3 Cross-curricular use

- Computing may be used to support learning in other curriculum areas where this enhances understanding and deepens learning.
- Such links must be purposeful and should not replace the direct teaching of Computing knowledge and skills.

4.4 Adaptation and differentiation

- Teachers are responsible for adapting learning to meet the needs of all pupils.
- Appropriate support and challenge must be provided for pupils with SEND, disadvantaged pupils and more able pupils.
- Staff should use scaffolding, modelling, guided practice and extension tasks as necessary to ensure access and progress for all.

5. Assessment

Assessment in Computing is ongoing and used to support the next steps in learning.

5.1 Formative assessment

Teachers assess pupils through:

- observation
- questioning
- discussion
- checking understanding during lessons
- reviewing work produced digitally

5.2 Summative assessment

- End-of-unit assessment opportunities may be used to evaluate what pupils know, remember and can do.
- Assessment outcomes should inform future planning and identify any gaps in knowledge or understanding.

5.3 Progression

- The subject leader monitors progression across year groups to ensure that the curriculum builds knowledge and skills systematically over time.
- Digital work stored on the children's curriculum folders, alongside other evidence, may be used to inform curriculum monitoring and assessment.



6. Planning and Resources

The school provides access to a range of digital resources to support the effective teaching of Computing.

Resources may include:

- laptops
- tablets or iPads
- programmable devices
- class laptops
- internet access
- Apps suitable for activity

Shared resources are organised to ensure equitable access for all classes.

Staff must report faults using the school's agreed procedure.

Any software installed on school devices must be approved in line with school procedures.

Where portable storage devices are used, they must be handled in line with school guidance and data protection requirements.

Staff must follow school expectations for secure storage, safe transfer and appropriate use of digital files.

7. Early Years Foundation Stage

In EYFS, children should have access to a broad, play-based experience of technology and Computing through purposeful provision both indoors and outdoors.

Children should be supported to:

- explore technology through play and practical activities
- use digital devices for simple, meaningful purposes
- develop early sequencing, problem-solving and pattern-finding skills
- communicate ideas using age-appropriate technology
- build confidence through familiar and accessible digital experiences

Computing in EYFS should be rooted in the **EYFS Statutory Framework** and should prepare children for the Computing National Curriculum in Key Stage 1.



8. Key Stage 1 and Key Stage 2

The school ensures coverage of the statutory requirements of the National Curriculum for Computing.

8.1 Key Stage 1

By the end of Key Stage 1, pupils should be 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, manipulate 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 go for help and support when they have concerns about content or contact on the internet or other online technologies

8.2 Key Stage 2

By the end of Key Stage 2, pupils should be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems
- solve problems by decomposing them into smaller parts
- use sequence, selection and repetition in programs
- work with variables and various forms of input and output
- use logical reasoning to explain how simple algorithms work and to detect and correct errors
- understand computer networks, including the internet, and how they provide multiple services
- use search technologies effectively and evaluate digital content critically
- respect intellectual property
- use technology responsibly, securely and safely
- select, use and combine a variety of software on a range of digital devices to accomplish given goals



9. Online Safety

Online safety is an essential part of the Computing curriculum and a key aspect of safeguarding.

The school will:

- teach pupils how to use technology safely and responsibly
- ensure that online safety is taught in an age-appropriate and progressive way
- promote understanding of privacy, respectful behaviour and digital citizenship
- teach pupils what to do if they encounter inappropriate content, contact or conduct online
- use filtering and monitoring systems in line with current safeguarding requirements
- ensure that staff follow the school's safeguarding, online safety and acceptable use policies at all times

Online safety will be reinforced through Computing lessons, assemblies, wider curriculum opportunities and communication with families where appropriate.

10. Equal Opportunities

Waddington and West Bradford is committed to ensuring that all pupils have equal access to a high-quality Computing education, regardless of gender, race, religion, disability, special educational need, social background or starting point.

All pupils will be given the opportunity to succeed in Computing through:

- inclusive teaching
- appropriate challenge and support
- access to suitable resources
- high expectations for all

Computing also offers valuable opportunities to support learning across the curriculum and to foster positive attitudes towards technology and the wider digital world.

11. Inclusion

The Computing curriculum is designed to meet the needs of all learners.

11.1 Pupils with SEND

- Teachers will adapt tasks, resources and support to ensure pupils with SEND can access learning successfully.



- Where appropriate, pupils may use assistive technology, visual prompts, simplified interfaces or additional scaffolding.
- Staff will work with the SENDCo to ensure provision supports access, participation and progress.

11.2 Disadvantaged pupils

- The school will ensure that all pupils have access to the equipment, experiences and support needed to participate fully in Computing.
- Additional support may be provided where gaps in knowledge, confidence or access are identified.

11.3 More able pupils

- Pupils who grasp concepts quickly will be given opportunities to deepen their understanding through extension tasks, open-ended challenges and more complex problem-solving.
- Teachers should provide opportunities for pupils to apply their learning creatively and independently.

12. Role of the Subject Leader

The Computing subject leader will:

- lead and monitor the implementation of the Computing curriculum
- review planning, pupil outcomes and digital evidence
- support colleagues with subject knowledge, curriculum planning and pedagogy
- keep up to date with national guidance and developments in Computing education and online safety
- ensure that the curriculum remains relevant, ambitious and well sequenced
- identify strengths and areas for development through monitoring activities including learning walks, pupil voice and work scrutiny

The subject leader will also support staff development and contribute to whole-school improvement in Computing.

13. Parents and Carers

The school recognises the important role of parents and carers in supporting children's learning in Computing and online safety.

The school will:

- communicate key online safety messages with families



- provide guidance on safe and responsible technology use at home
- encourage families to support home learning where appropriate
- share relevant information about online safety through school communications and events

Where homework is set for Computing, it will have a clear purpose and support the development of skills or understanding taught in school.

14. Monitoring, Review and Evaluation

This policy will be reviewed regularly to ensure that it remains accurate, effective and aligned with current national guidance, statutory requirements and school priorities.

The implementation of this policy will be monitored through:

- lesson visits
- Floor book and digital work scrutiny
- pupil voice
- discussions with staff

Any identified areas for improvement will inform future curriculum development and staff support.

15. Policy Statement

At Waddington and West Bradford, we believe that a high-quality Computing curriculum equips pupils with essential knowledge, skills and confidence for life in a digital age. Through carefully planned teaching, strong safeguarding practice and inclusive provision, we aim to ensure that all pupils are prepared to use technology safely, creatively and effectively.

Appendix: Statutory Curriculum Summary

Key Stage 1

Pupils should be taught to:

- understand algorithms and simple programs
- create and debug simple programs
- use logical reasoning
- use technology purposefully
- recognise common uses of information technology
- use technology safely and respectfully



Key Stage 2

Pupils should be taught to:

- design and write programs
- solve problems by decomposition
- use sequence, selection and repetition
- work with variables and inputs and outputs
- use logical reasoning
- understand computer networks and the internet
- search effectively and evaluate content
- respect intellectual property
- use technology responsibly, securely and safely
- combine a range of software to achieve given goals