



St Francis Xavier Catholic Primary School

Computing Policy

Approved by:	Rebecca Foster	Date: September 2026
Last reviewed on:	December 2021	
Next review due by:	To be monitored and updated as required	

Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At St Francis Xavier Catholic Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Intent

Our Computing curriculum aims to develop pupils' knowledge, skills and understanding of Computing, while fostering enjoyment, curiosity, resilience and confidence as learners. Our curriculum is carefully sequenced and progressive, ensuring that pupils develop a secure understanding of fundamental concepts and build systematically on prior knowledge. Through a balance of substantive knowledge and practical application, pupils develop computational thinking, problem-solving, creativity and digital literacy. Pupils are given opportunities to work independently and collaboratively, applying their knowledge and skills to a range of purposeful challenges. We aim for all pupils to develop increasing independence and fluency, so that they can know more, remember more and apply what they have learned, working towards mastery of the Computing curriculum.

Implementation

Computing is supported by Icompute which is a rich, broad and balanced scheme that covers the National Curriculum and all three strands: Computer Science, Information Technology and Digital Literacy (including E-safety). Icompute is taught once a week for 30 minutes which provides children time to develop their knowledge, skills and vocabulary in Computing. The Computing curriculum is supported through long term plans, knowledge organisers, unit overviews, short term planning and assessment tools to ensure children show progress. E-safety is of vital importance at St Francis Xavier; each year group is taught a stand alone unit of E-safety as well as E-safety reminders during other units throughout the year. Cyber-bullying is discussed during Safer Internet Day and Anti-Bullying Week.

Impact

The curriculum offers equity for all groups and it is intended that all children access it. By following and monitoring the curriculum and its delivery, leaders are supported by Icompute in ensuring that all teachers teach the full range of lessons for each year group and that they are taught in accordance with the planning to ensure rigor, challenge and inclusion.

Rationale

The school believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world.
- allows children to become creators of digital content rather than simply consumers of it.
- provides access to a rich and varied source of information and content.
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.
- offers opportunities for communication and collaboration through group working both inside and outside of school.
- has the flexibility to meet the individual needs and abilities of each pupil.

The National Curriculum

The National Curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Resources

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. The Computing curriculum is taught using Ipads and laptops.

Planning

The school will be using iCompute for Primary schools - the whole-school scheme of work for Year 1 to Year 6 pupils. iCompute fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing. Pupil progress towards these objectives will be recorded by teachers as part of the school recording system. Staff will follow iCompute's planning guidance and pupil progress trackers.

Assessment and record keeping

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. The school also uses iCompute's assessment criteria and pupil progress trackers as a guide. Assessing computing is an integral part of teaching & learning and key to good practice.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they are Working Towards, at the Expected standard or achieved Greater Depth standard.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Pupils with special educational needs

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils.

We teach IT and computing to all children, whatever their ability. Computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of computing we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate IT can be used to support SEN children on a one to one basis where children receive additional support.

Equal opportunities

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to

enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

The role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- provide colleagues opportunities to observe good practice in the teaching of computing.
- maintain resources and advise staff on the use of digital tools, technologies and resources.
- monitor classroom teaching or planning following the schools monitoring programme.
- monitor the children's progression in computing, looking at examples of work of different abilities.
- keep up-to-date with new technological developments and communicate information and developments with colleagues
- have enthusiasm for computing and encourage staff to share this enthusiasm.
- keep parents and governors informed on the implementation of computing in the school.
- liaise with all members of staff on how to reach and improve on agreed targets
- help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum.

They will plan and deliver the requirements of the National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding, and create effective learning environments.

The class teacher will also:

- secure pupil motivation and engagement
- provide equality of opportunity using a range of teaching approaches and techniques
- use appropriate assessment techniques and approaches
- set suitable targets for learning as outlined in the inclusion policy.
- maintain up to date assessment records (see policy document).

Health and safety

The school is aware of the health and safety issues involved in children's use of IT and computing.

All fixed electrical appliances in school are tested by a Local Authority contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months.

It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, visitors running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician, bursar or head teacher who will arrange for repair or disposal.

In addition:

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- magnets must be kept away from all equipment
- safety guidelines in relation to IWBs will be displayed in the classrooms
- e-safety guidelines will be set out in the e-safety policy & Acceptable Use Policy

Filtering and Monitoring

We use appropriate filtering and monitoring systems to support the safeguarding of pupils and staff when using digital technology. Filtering and monitoring provision is reviewed at least annually and following significant changes to technology, network configuration, working practices or identified safeguarding risks. Staff and pupils are informed that monitoring is in place. Any concerns or incidents identified through filtering or monitoring are recorded and managed in accordance with the school's safeguarding procedures.

Artificial Intelligence

We recognise that artificial intelligence is increasingly embedded within digital technologies. Pupils will be taught, at an age-appropriate level, that AI-generated information may be inaccurate, biased or misleading and should be evaluated critically. Any use of generative AI by pupils or staff must comply with school guidance, age restrictions, safeguarding requirements and data-protection requirements. Personal or confidential information must not be entered into unapproved AI systems. Pupils will develop the ability to evaluate the reliability, accuracy and purpose of digital information. This will include age-appropriate teaching about misinformation, disinformation, manipulated content and the limitations of search engines and AI-generated content.

Data protection

Pupils and staff will be taught to protect personal information and respect the privacy of others. Personal data will only be collected, stored, processed or shared in accordance with the school's data protection policies and applicable legislation. Staff will follow the school's procedures when using digital platforms, cloud services, photographs, video, monitoring systems or AI tools.

Roles and Responsibilities

Role	Responsibility
Headteacher/SLT	Strategic oversight
Computing Lead	Curriculum, progression, and staff support
DSL	Online safeguarding concerns
IT provider/technician	Technical security, devices, network and systems
Staff	Safe and appropriate use of technology and assessment
Governors	Strategic oversight and assurance
Pupils	Responsible, safe and respectful use
Parents/carers	Supporting safe technology use at home