St Mary's Catholic Primary

Computing Policy 2026-2029

Approved by Governors: September 2026
Review Date: September 2029
Policy Lead: Headteacher / Computing Subject Leader

Mission Statement

At St Mary's Catholic Primary School, we strive to live out our mission and Gospel values in all that we do. We recognise that technology is an integral part of modern life and seek to equip pupils with the knowledge, skills and understanding they need to become confident, responsible and creative digital citizens.

Through the teaching of computing, pupils will develop computational thinking, digital literacy, creativity and problem-solving skills, enabling them to participate effectively and safely in an increasingly digital world.

Aims

The aims of computing at St Mary's Catholic Primary School are to enable pupils to:

- Understand and apply the fundamental principles and concepts of computer science.
- Analyse problems in computational terms and develop practical solutions.
- Write and debug simple programs.
- Become competent and confident users of a range of technologies.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Communicate safely and respectfully online.
- Understand how technology impacts their lives and the wider world.
- Develop resilience, creativity and independence when using technology.
- Understand the opportunities and risks presented by emerging technologies, including Artificial Intelligence (AI).
- Become responsible digital citizens who uphold British Values and Catholic principles when operating online.

Statutory Requirements

The school follows the National Curriculum for Computing and fulfils its statutory duties under:

- The National Curriculum for England.
- Keeping Children Safe in Education (KCSIE).
- UK General Data Protection Regulation (UK GDPR).
- Data Protection Act 2018.
- Equality Act 2010.
- Relationships, Sex and Health Education (RSHE) guidance.
- DfE guidance on filtering and monitoring.
- Education Inspection Framework requirements.

Curriculum Intent

At St Mary's, we aim to provide a high-quality computing education that equips pupils to understand and change the world through technology.

Our curriculum enables pupils to:

- Understand computer systems and networks.
- Develop programming and coding skills.
- Create digital media.
- Learn how information technology can be used safely and effectively.
- Develop online safety skills that prepare them for life beyond primary school.
- Build confidence, curiosity and independence through practical experiences.

Computing is integrated across the wider curriculum where appropriate, enhancing learning while ensuring that technology serves educational purposes rather than driving them.

Curriculum Implementation

The school uses a structured progression of computing skills from EYFS through to Year 6.

Teaching is organised around three key strands:

Computer Science

Pupils learn:

- Algorithms
- Programming
- Debugging
- Computational thinking
- Logical reasoning
- Decomposition and pattern recognition

Information Technology

Pupils learn:

- Digital content creation
- Data handling
- Multimedia presentation
- Use of productivity software
- Digital communication
- Digital research

Digital Literacy

Pupils learn:

- Online safety
- Digital citizenship
- Responsible technology use
- Media literacy
- Digital wellbeing
- Evaluating online information

Computing lessons follow a progressive sequence ensuring knowledge and skills build year upon year.

Early Years Foundation Stage (EYFS)

Technology forms part of the learning environment within the EYFS and supports children's understanding of the world.

At St Mary's, we recognise that young children learn best through:

- Play
- Exploration
- Conversation
- Storytelling
- Movement
- Hands-on experiences
- Outdoor learning

Technology is used only where it enhances learning and development.

Children may use technology to:

- Take photographs of learning.
- Record voices and stories.
- Explore programmable toys.
- Listen to stories and educational content.
- Develop communication and language skills.
- Create simple digital content.
- Support individual SEND needs through assistive technologies.

Screen Use in EYFS

The school follows a balanced and developmentally appropriate approach to screen use.

Screen-based activities will:

- Have a clear educational purpose.
- Be carefully planned and supervised by adults.
- Be time-limited.

- Support and enhance learning experiences.
- Never replace high-quality interactions with adults and peers.

Screens will not:

- Be used as a reward.
- Be used primarily for entertainment.
- Replace active learning experiences.
- Operate continuously throughout the day.

Children will spend the majority of their time engaged in practical, play-based and outdoor learning experiences.

The school maintains a separate EYFS Screen Use Policy which provides further guidance regarding appropriate technology use within the Early Years setting.

Artificial Intelligence (AI)

Artificial Intelligence is becoming an increasingly important part of modern life and education.

The school recognises the opportunities that AI presents whilst ensuring that its use remains safe, ethical and appropriate.

The school will:

- Teach pupils age-appropriate understanding of AI technologies.
- Help pupils understand how AI-generated content is produced.
- Develop pupils' ability to question and critically evaluate information.
- Ensure safeguarding and data protection requirements are met before any AI tool is used.
- Monitor developments in educational technology and review practice regularly.
- Provide appropriate staff training.

AI will not replace professional judgement, teacher assessment or quality-first teaching.

Pupils will be taught that AI-generated information may not always be accurate and should always be checked.

Online Safety

Online safety is embedded throughout the curriculum and school culture.

Pupils are taught how to:

- Stay safe online.
- Protect personal information.
- Use digital communication responsibly.

- Recognise cyberbullying.
- Report inappropriate content.
- Understand age restrictions.
- Evaluate information critically.
- Maintain positive digital wellbeing.

Online safety is taught through:

- Dedicated computing lessons.
- RSHE lessons.
- Assemblies.
- Safer Internet Day activities.
- Cross-curricular opportunities.
- Pupil discussions and reflection.

Filtering and Monitoring

The school has appropriate filtering and monitoring systems in place to help safeguard pupils when accessing online content.

These systems:

- Help identify safeguarding concerns.
- Restrict access to inappropriate material.
- Support safe and effective use of technology.
- Are reviewed regularly by school leaders and governors.
- Meet statutory safeguarding expectations.

Staff receive training to understand monitoring processes and follow safeguarding procedures where concerns arise.

Cyber Security

Pupils are taught about cyber security through age-appropriate learning experiences.

They learn:

- The importance of strong passwords.
- How to identify scams and phishing attempts.
- The importance of protecting personal information.
- How to use devices securely.
- How to report concerns.

The school maintains secure systems and follows data protection requirements to help protect staff and pupil information.

Inclusion and SEND

Computing should be accessible to all pupils.

Teachers will:

- Provide appropriate differentiation.
- Use adaptive teaching strategies.
- Provide additional support where necessary.
- Ensure accessibility features are used when beneficial.
- Promote equal opportunities for all learners.

Where appropriate, assistive technologies will be used to support pupils with additional needs.

Assessment

Teachers assess pupils' progress through:

- Observation of learning.
- Discussion with pupils.
- Review of completed work.
- Practical tasks.
- Quizzes and knowledge checks.
- End-of-unit assessments where appropriate.

Assessment information is used to inform future planning and identify pupils requiring additional support or challenge.

Impact

By the time pupils leave St Mary's Catholic Primary School they will:

- Be confident and competent users of technology.
- Understand how technology shapes the modern world.
- Be able to code and solve problems computationally.
- Use technology safely, respectfully and responsibly.
- Demonstrate strong digital literacy skills.
- Understand the risks and benefits of digital technologies.
- Be prepared for the next stage of education and life in a digital society.

Leadership and Management

The Computing Subject Leader is responsible for:

- Monitoring standards across the school.
- Supporting staff development.
- Ensuring curriculum progression.
- Managing resources.
- Monitoring online safety provision.
- Evaluating pupil outcomes.
- Keeping up to date with national developments and guidance.
- Reporting to governors as required.

Resources

The school provides a range of resources including:

- Laptops and desktop computers.
- Tablets.
- Interactive screens.
- Programmable devices.
- Educational software and online platforms.
- Internet access with appropriate filtering and monitoring.

Resources are reviewed regularly to ensure they remain effective, secure and fit for purpose.

Health, Safety and Wellbeing

The school promotes healthy and balanced use of technology by:

- Encouraging regular movement and physical activity.
- Teaching digital wellbeing.
- Limiting unnecessary screen exposure.
- Promoting safe posture and workstation habits.
- Ensuring all technology use has a clear educational purpose.

The school recognises the importance of balancing technology use with social interaction, physical activity, prayer, reflection and play.

Monitoring and Review

This policy will be reviewed annually by the Computing Subject Leader, Headteacher and Governing Body to ensure compliance with statutory guidance and the evolving nature of technology.

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