



## **COMPUTING POLICY 2025-2026**

### **Article 28**

You have the right to education.

### **Article 29**

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Approved by:  
Headteacher

Date: July 2025

Last reviewed on:  
July 2025

Next review due  
by: July 2026

In light of the mission statement, the National curriculum, the SMSC policy and the assessment policy, the staff and governors at St. Ambrose have set down the following policy.

### **Curriculum Intent**

At St. Ambrose we have developed and grown our whole school curriculum (Building the Kingdom) into one that matters for our children. It is broad, balanced and fulfils all requirements, but goes much further than that. It is underpinned by BIG Questions to raise awareness and develop critical thinkers who become inspired to make a difference, build God's kingdom on earth and change the world! The aim of our curriculum is to grow advocates for change.

Computing enables our children to be critical thinkers as it requires them to find solutions to everyday problems through the use of technology. Children are encouraged to be advocates for change as they look at the way computers are becoming an ever increasing force in today's society. They look at how technology can help the world become more efficient, improve the life we lead and how it is predominant in everyday life. It also encourages independence and resilience with a large emphasis on problem solving and learning from mistakes.

The Computing curriculum has been designed around the requirements of the National Curriculum. We have carefully selected the published scheme 'Teach Computing Curriculum' from the National Centre for Computing Education to support the curriculum needs ensuring appropriate challenge and progression is provided across the year groups. We include a range of activities across the curriculum such as; coding, databases, spreadsheets, blogging, emailing and creating logos and games.

The children have access to a range of tools such as; Purple Mash and Microsoft so that they can apply their knowledge and skills of Computing through a connected curriculum, for example; using Microsoft Excel and 2Graph to input, display and evaluate data in Mathematics. Purple Mash is also used as a home-learning tool for all children.

### **Curriculum Implementation**

The curriculum is carefully planned, connected and implemented to ensure progression in knowledge, skills and understanding. The half-termly planning model we use is a collaborative approach where staff plan together with the

SMT before the start of every topic. High quality teaching is planned for and delivered to:

- Engage children in their learning and provide memorable first-hand experiences.
- Support staff in creating and understanding a clear sequence of lessons within a unit of work.
- Ensure key concepts, vocabulary and big questions are understood to provide appropriate challenge through meaningful discussions.
- Provide effective enrichment opportunities to increase the cultural capital of our children.
- Use parental engagement activities to involve parents in their child's learning

We follow the scheme 'Teach Computing' which follows a well-structured and sequential lesson plan that can be altered to fit the needs of the children. The scheme allows children to progress their skills on from the previous year and progress their own skills during the unit through a range of computer based activities. Each of the activities has a clear purpose that has been identified as being the main outcome of the lesson. At St. Ambrose, we promote the importance of Online Safety, and through Teach Computing, it is embedded within every topic. We also following resources from 'National Online Safety' which are in line with the 'Education for a Connected world' framework.

From Early Years, children are taught the essential skills of computational thinking through the importance of communication and language. Children are also shown how to develop basic technological skills that allow them to progress into Year 1 with sufficient knowledge. They will be able to understand the basic functions of an iPad and a laptop.

Teachers regularly check children's understanding through online activities and recorded work, asking effective questions to ensure the appropriate skills have been taught. Children are given effective feedback on how to improve for next time. Assessments made by teachers are used to support children further in their development.

In Key Stage 2, pre and post learning quizzes are used to help identify gaps in children's Computing knowledge, so teachers can plan personalised next steps. Classroom Monitor is used to ensure pre and post learning quiz specifically

focusing on the knowledge expected children's individual needs are being met throughout their journey in school.

The long-term overviews can be found on each class web page.

### **Curriculum Impact**

The impact of our Computing Curriculum can be seen in the finished products that children make online, in the activities recorded in their Computing books and online files. However, most importantly in the way in which the children can articulate what they have done and why. The high-quality learning which is produced in books and online, demonstrates the progress the children make from their starting points to their end points and this is celebrated through outstanding learning environments.