GREAT ROLLRIGHT CE PRIMARY SCHOOL
Church End, Great Rollright, Oxon, OX7 5SA 01608 737202
Head Teacher – Miss Michelle Hastings & Mrs Rebecca Buckland

Computing Policy

Vision

At Great Rollright CE Primary School, our Computing curriculum is inspired by the example of the Good Shepherd, who knows, values and guides every individual so that they may "have life, and have it to the full" (John 10:10). We believe that every child should be equipped with the knowledge, skills and confidence to flourish in an increasingly digital world, using technology as a force for creativity, learning, connection and service to others.

Through Computing, pupils learn to demonstrate **love** by using technology with kindness, empathy and consideration for others; **respect** by acting responsibly online and valuing the contributions, rights and safety of all members of the digital community; **courage** by embracing challenge, solving problems, learning from mistakes and exploring new ideas with confidence; and **truthfulness** by engaging critically with digital information, acting with integrity and making informed, ethical choices.

Through an ambitious, inclusive and carefully sequenced curriculum, we enable pupils to become responsible, competent, confident and creative users of technology. Guided by our Christian vision and values, they develop the wisdom to navigate the digital world safely, the skills to contribute positively to their communities, and the character to use technology in ways that reflect care for others and stewardship of God's world.

Aims

Our Computing curriculum aims to:

- provide all pupils with an ambitious, inclusive and progressive Computing curriculum;
- develop secure knowledge and understanding across computer science, information technology and digital literacy;
- develop pupils' computational thinking, logical reasoning, creativity and problem-solving, including their ability to design, create, debug and evaluate;
- enable pupils to select and use digital technologies purposefully, confidently and increasingly independently;
- teach pupils to use technology safely, responsibly, respectfully and critically, understanding how to recognise and respond to online risks;
- provide meaningful opportunities for pupils to retrieve, apply and extend their computing knowledge and skills, including purposeful application across the wider curriculum.

Statutory Curriculum Entitlement

Computing is a statutory National Curriculum subject for pupils in Key Stages 1 and 2. The school provides a broad, balanced and progressive Computing curriculum that meets the requirements of the National Curriculum for Computing.

The curriculum develops pupils' knowledge, understanding and skills across three interconnected areas:

- Computer Science – understanding how digital systems work and developing computational thinking through algorithms, programming, logical reasoning and problem-solving.
- Information Technology – using digital technologies purposefully to create, organise, store, manipulate, analyse and present digital content and information.
- Digital Literacy – developing the knowledge and understanding needed to use technology confidently, critically, safely and responsibly and to participate effectively in the digital world.

Curriculum planning ensures that statutory content is carefully sequenced and progressively developed from Key Stage 1 to Key Stage 2, enabling pupils to build on prior learning and work towards the National Curriculum attainment expectations by the end of each key stage.

Curriculum

Computing is taught as a distinct and carefully sequenced curriculum subject, ensuring that pupils progressively develop the knowledge, understanding and skills identified within the National Curriculum. Long-term and medium-term planning ensure appropriate coverage and progression across the key strands of computer science, information technology and digital literacy.

Learning is sequenced so that pupils build securely on prior knowledge and have regular opportunities to retrieve, revisit and apply what they have learned. As pupils progress through the school, they develop increasing confidence, competence and independence in selecting and using digital technologies.

The value of LOVE is visible in every area of school life. Our inclusive community is bound together with this golden thread and is further strengthened by the Christian values of COURAGE, RESPECT and TRUTH.

Where meaningful and appropriate, pupils apply their computing knowledge and digital skills within other curriculum subjects. These connections are planned purposefully to enhance learning within the subject being studied and provide authentic opportunities to apply previously taught computing knowledge and skills, rather than replacing the explicit teaching of Computing.

Through this approach, pupils develop the knowledge and understanding required to become responsible, competent, confident and creative users of technology.

Teaching and Learning

Computing is taught in accordance with the principles set out in the school's Teaching and Learning Policy. Teaching is ambitious and inclusive, with all pupils working towards shared curriculum intentions. Teachers use Inclusive Quality First Teaching and adaptive teaching to respond to pupils' differing starting points and needs, rather than planning separate learning outcomes for different groups.

Learning is carefully sequenced so that new knowledge and skills build on secure prior learning. Teachers draw on Rosenshine's Principles of Instruction, including regular review, teaching in small steps, explicit modelling, questioning, guided practice and opportunities for independent application. Particular attention is given to managing cognitive load when pupils are learning new computing concepts, vocabulary, software or processes.

Teachers check understanding throughout learning and adapt teaching responsively. Scaffolds, worked examples, prompts and additional adult support are used where needed and are gradually reduced as pupils develop confidence, fluency and independence. Pupils who are ready to deepen their learning are challenged through increasingly complex application, reasoning, problem-solving, debugging and evaluation.

Computing may be taught through whole-class, group and individual learning, with teaching approaches selected according to the intended learning. Opportunities are also identified for pupils to retrieve, apply and embed computing knowledge and skills across the wider curriculum, where this meaningfully enhances learning.

Special Educational Needs

The school is committed to ensuring that all pupils can access, participate in and succeed within an ambitious computing curriculum. In line with the school's Inclusion and SEND Policy, teachers identify potential barriers to learning and use Inclusive Quality First Teaching as the first response to pupils' differing needs.

Teaching is adapted responsively through appropriate scaffolding, explicit modelling, carefully sequenced instructions, accessible resources and additional practice. Where necessary, reasonable adjustments and targeted or individualised support are provided to enable pupils with SEND to work towards the same ambitious curriculum intentions as their peers.

Technology may itself be used to remove barriers and increase independence, including through appropriate accessibility features and assistive technology. These may support pupils with communication, recording, reading, organisation, sensory or physical needs and enable fuller participation across the curriculum.

Support is carefully matched to individual need and reviewed to ensure that it promotes participation, progress and increasing independence, rather than limiting pupils' access to challenging and meaningful learning.

Equal Opportunities

The school is committed to ensuring that **all pupils have equitable access to the computing curriculum, digital technologies and appropriate computing resources**. In accordance with the **Equality Act 2010** and the school's Equality and Inclusion policies, no pupil will be disadvantaged because of a protected characteristic or additional need.

Teaching, resources and digital content are selected and adapted to promote inclusion, challenge stereotypes and reflect the diversity of the school and wider society. Where barriers to participation are identified, appropriate **reasonable adjustments, accessibility features and assistive technologies** are used to enable pupils to participate fully and develop increasing independence.

The school seeks to ensure that all pupils are encouraged and supported to develop confidence, competence and ambition in computing.

Assessment, Recording and Reporting.

Assessment in Computing follows the principles set out in the school's Assessment Policy and is used to identify what pupils know, understand and can do, and to inform subsequent teaching.

Teachers use ongoing formative assessment, including questioning, observation, discussion and review of pupils' work. Assessment is informed by clearly identified curriculum knowledge, skills and vocabulary across computer science, information technology and digital literacy. Teach Computing and Barefoot Computing resources support the teaching and assessment of the planned curriculum.

At agreed assessment points, teachers use a range of evidence to make summative judgements against curriculum expectations. These judgements inform future teaching and enable the Computing Subject Leader to monitor attainment and the effectiveness of provision. Parents receive an annual statement of outcome in computing as part of the child's annual report.

Roles and Responsibilities

The Headteacher has overall responsibility for ensuring that the Computing curriculum is effectively implemented and that teaching meets the expectations set out within the school's Teaching and Learning Policy.

The Computing Subject Leader is responsible for leading and developing the subject across the school. This includes monitoring curriculum coverage and progression, supporting colleagues with subject knowledge and pedagogy, reviewing the quality and impact of provision, identifying priorities for improvement and ensuring that resources support effective teaching and learning.

Class teachers are responsible for planning and delivering high-quality Computing teaching in accordance with the school's curriculum, Teaching and Learning Policy and agreed approaches to inclusion and assessment.

The Governing Body provides strategic oversight and holds school leaders to account for the quality and effectiveness of the curriculum. Through its agreed committee and monitoring structures, it assures itself that Computing contributes effectively to the school's curriculum and strategic priorities.

The Governing Body, or its delegated committee, provides strategic oversight of financial resources and ensures that expenditure, including that relating to computing equipment, infrastructure, software and service contracts, represents appropriate and effective use of the school's resources.

Monitoring, Evaluation and Review

The Computing Subject Leader, supported by the Headteacher, monitors the implementation and impact of the Computing curriculum through the school's agreed monitoring processes. This may include reviewing planning and pupils' work, pupil voice, assessment information and observations of teaching and learning.

Monitoring considers curriculum coverage and progression, the quality of teaching and learning, and the extent to which pupils know, remember and can apply the intended curriculum. Findings inform subject development priorities, staff professional development and future curriculum planning.

The Computing curriculum and this policy are reviewed regularly to ensure that they remain ambitious, inclusive and responsive to developments in Computing education and national guidance.

Resource management - Staff

The school supports staff to develop the subject knowledge, confidence and digital competence required to teach Computing effectively. Professional development needs are identified through curriculum monitoring and may be addressed through training, collaborative working, subject leadership support and engagement with high-quality external resources and professional networks.

Digital Technology and Resources

The school provides appropriate hardware, software and digital resources to support effective teaching and learning

in Computing and across the curriculum. Resources are reviewed regularly to ensure that they remain accessible, reliable, secure and appropriate to curriculum needs.

The selection and procurement of digital technologies take account of educational value, accessibility, sustainability, compatibility, data protection, safeguarding, cyber security and value for money.

Technical Support and Security
The school maintains appropriate arrangements for the management, maintenance and security of its digital infrastructure and devices, supported by its external IT provider where appropriate.

All users are expected to use school technology responsibly and in accordance with the school's relevant policies and procedures. Arrangements for data protection, cyber security, acceptable use, filtering and monitoring, online safety, equipment security and technical management are set out within the school's associated policies and operational procedures.

Online Safety and Safeguarding

Online safety is an integral part of the Computing curriculum and the school's wider safeguarding responsibilities. Pupils are taught to use technology safely, responsibly, respectfully and critically, developing an age-appropriate understanding of privacy, security, appropriate online behaviour and how to seek help when concerns arise.

Online safety is taught explicitly through Computing and reinforced appropriately across the wider curriculum. Teaching supports pupils to recognise and manage online risks, make informed choices and develop the knowledge and behaviours needed to participate safely and positively in an increasingly digital world.

The school maintains appropriate filtering and monitoring systems and regularly reviews their effectiveness in accordance with current statutory guidance. All staff have a responsibility to remain vigilant to online safeguarding concerns and to report these through the school's established safeguarding procedures.

Detailed arrangements for online safety, filtering and monitoring, acceptable use, data protection and cyber security are set out in the school's relevant safeguarding and associated policies.

Health and Safety

Digital technologies are used in accordance with the school's Health and Safety Policy and relevant risk assessments. Staff ensure that equipment is used safely and appropriately and report faults through the school's established procedures

Related Policies

This policy should be read alongside the school's:

- Teaching and Learning Policy
- Planning Policy
- Inclusion and SEND Policy
- Assessment Policy
- Equality Policy
- Child Protection and Safeguarding Policy
- Online Safety/Acceptable Use Policy
- Data Protection Policy
- Health and Safety Policy

Date adopted: September 2026
Review date: September 2028

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Signature of Chair of Governors: Allison Dawe

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