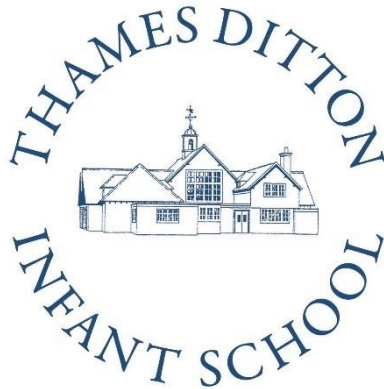




Computing Policy

2026/27

Governing Body Committee Responsible	Curriculum Committee
Date adopted	May 2026
Review Date	May 2027
Approved by	FGB

Introduction

The use of technology 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 Thames Ditton Infant School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning of how technology works, 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.

Living in such a technology-based world, we understand the importance of teaching computing from a young age. We understand that future generations will most likely, heavily rely on computing knowledge and skills within their personal and professional lives. Therefore, we aim to:

- Equip children with the skills and knowledge needed to confidently use a variety of devices and programmes.
- Provide a hands-on, interactive and engaging computing curriculum through the use of devices such as BeeBots and iPads.
- Support children to develop problem solving skills in order to code and de-bug.
- Develop children who are respectful, responsible and confident online users.
- Provide children with the knowledge to keep themselves and others safe online.
- We strive for children to make links between their computing understanding and its contribution to our school's vision and values.

We also acknowledge that the use of screens in education is an ongoing debate and not without any potential disadvantages. As an infant school, we are committed to ensuring that technology is used purposefully, appropriately and in balance with the many other experiences that support children's development. For this reason, Computing is taught primarily within our dedicated Computing Room rather than through routine use of screens in classrooms. This approach enables computing lessons to be purposeful and focused, while helping to prevent unnecessary "screen creep" across the wider curriculum and preserving valuable opportunities for play-based, practical and face-to-face learning experiences.

Online safety is embedded throughout the computing curriculum and is taught in an age-appropriate way. Pupils are taught how to use technology safely and respectfully, how to keep personal information private, and how to identify trusted adults who can help if they see or experience something online that worries them. Any online safety concerns are reported and managed in line with the school's Safeguarding and Child Protection Policy, Online Safety Policy and Behaviour Policy.

The school maintains appropriate filtering and monitoring systems to help keep pupils safe online. These systems are reviewed at least annually by the DSL, IT provider and responsible governor. Governors receive assurance that filtering and monitoring arrangements are effective, proportionate to pupil age and need, and do not unreasonably restrict teaching and learning

Aims

The school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the National Curriculum Programmes for Computing at Key Stage 1. EYFS children develop early computing skills through: exploration of programmable toys, use of tablets and digital devices, understanding technology in everyday life, opportunities within continuous provision. Online safety remains a priority throughout all our teaching and learning.
- To respond to new developments in technology. The school recognises the increasing role of artificial intelligence technologies in society and will ensure that staff and pupils use emerging technologies safely, ethically and appropriately.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly.

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
- Are responsible, competent, confident and creative users of information and communication technology.

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
- Has the flexibility to meet the individual needs and abilities of each pupil.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The school complies with UK GDPR and the Data Protection Act 2018 when processing and storing digital information.

Roles and Responsibilities of the Governing Body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation and will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Headteacher responsibilities

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the Computing Curriculum, and additional provision which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from non-statutory elements of the curriculum, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

- The governing board is advised on whole-school targets within the School Development Plan (SDP) in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs including children with Special Educational Needs and Disabilities (SEND).

Monitoring

The Headteacher and the Computing subject lead will ensure that the computing curriculum is implemented in accordance with this policy by:

- Monitoring in line with the school's Monitoring and Assessment Timetable.
- Attending and disseminating relevant continuing professional development (CPD) courses.
- Devising and implementing a subject specific action plan in line with the school's SDP.
- Sharing effective practice.
- Supporting staff, including Early Career Teachers (ECTs).
- Raising the profile of and championing their subject within school and the wider school community.
- Analysis of data.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- The Board of Governors Curriculum Committee is responsible for monitoring the way the school curriculum is implemented – agenda led and monitored to address each subject area including Computing.
- Named Governors with responsibility for Computing - governors liaise with the subject leaders and monitor closely the way the school teaches Computing.
- The head teacher is responsible for the day-to-day organisation of the Computing curriculum.
- Subject leaders monitor the way that their subject is taught throughout the school through: - Lesson Observations, Learning Walks, Pupil Voice, Analysis of data, Planning Scrutinies, Work Scrutinies. In addition, Subject leaders have responsibility for monitoring the way in which resources are stored and managed. Subject leaders report back to the Curriculum Committee verbally and through written formats, staff and SLT reporting on standards and monitoring activities.

Implementation

- Computing is taught as a discreet subject in Key Stage 1 to ensure effective coverage of the National Curriculum.
- Knowledge and skills are planned across Key Stage 1 to ensure progression.
- Teaching and learning is adapted to ensure all learners, especially pupils with SEND, EAL and the most able are appropriately supported or challenged, so that all children experience success in their learning.

- The Computing Curriculum is designed in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. For further information refer to Teaching and Learning Policy, Assessment Policy, Marking and Feedback Policy and subject specific policies. Our key principles of implementation include:
- Teachers have expert knowledge of the subjects they teach
- Teachers present key concepts clearly and invite appropriate discussions
- Teachers check pupils' understanding effectively, identifying and correcting misunderstandings
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently
- Teachers enable pupils to transfer key knowledge to long-term memory, sequence the learning and ensure that it is building towards the defined end points
- Teachers use assessment to check pupils' understanding
- Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.
- Opportunities to use iPads are embedded into our daily curriculum in the EYFS through the use of continuous provision. Children are able to access these independently to play a variety of educational games.

Planning

Lessons are planned using the National Curriculum, the school's computing progression document as well as resources from Kapow. A minority of children will have particular teaching and learning requirements, which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in accordance with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are affected.

Resources

Children are taught the computing National Curriculum objectives using the apps and Microsoft Office on the iPads. For example, apps such as Scratch Jnr and the Bee-Bot app are used to teach children about algorithms as well as how to debug them. In addition, the school has three sets of Bee-Bots, which the children can use to code. Children are able to print their work from the iPads and save their work in pupil folders, which can then be accessed on the school system.

Recording of children's work and assessment

Each child is expected to produce one piece of recorded work per half term. This piece of work is stored in each child's computing folder. At the end of each unit, children are assessed through the form of a summative quiz, which records how much information each child has retained from each unit. Teachers then use this information to plan lessons with a focus on providing children with opportunities to revisit prior learning to ensure it remains in their long-term memory. All children's assessments are also kept in their computing folders. At the end of each unit, teachers complete an assessment grid. This information is then used to shape and adapt their future planning.

Impact:

- Children have fun and enjoy learning about the different aspects of computing.
- Our curriculum and delivery ensure that children, from their own starting points, make good progress.
- Children become confident, independent users of a variety of devices and software.
- Children are aware of online risks appropriate to their age and ways they can keep themselves safe.
- Children are aware of steps they can take if they see something online that they find upsetting.

By the end of key stage 1 pupils will be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- Write and test simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.
- Use simple word processing skills