St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

Computing Policy

Love Learn Pray

"A high-quality computing education equips pupils
to use computational thinking and
creativity to understand and change the world."
(Computing Programme of Study 2014)

Intent

At our school, we recognise that computing plays a central role in modern life and believe that a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Our aim is to ensure that all children are confident, responsible, and competent users of technology, prepared to thrive in a digital future.

Our curriculum is designed to:

- Reflect the three core strands of the National Curriculum: Computer Science, Information Technology, and Digital Literacy.
- Enable pupils to become confident analytical thinkers, problem-solvers and responsible digital citizens.
- Provide a relevant, engaging, and progressive curriculum that meets the needs of all learners, including those in the Early Years Foundation Stage.
- Embed the principles of Online Safety across the whole school, ensuring all pupils understand how to use technology safely and respectfully.
- Encourage the use of technology to enhance learning across the wider curriculum and promote creativity and collaboration.

Implementation

Computing is taught as a discrete subject with opportunities for pupils to apply their skills across the wider curriculum through cross-curricular links. Our curriculum has a clear progression of knowledge and skills to ensure a well-sequenced approach to teaching and learning.

Key Features:

- In EYFS, children engage in play-based experiences using age-appropriate technology such as digital books, interactive software, programmable toys, and digital drawing tools.

In KS1, learning is structured around clear enquiry questions that provide purpose and coherence across units.

- Each unit is guided by an overarching enquiry question. Enquiry questions help pupils understand the purpose of learning and build meaningful connections over time.

- Each unit is linked with a high quality text to engage and inspire pupils.

- Each KS1 lesson is supported by a lesson-level enquiry question to engage pupils. These questions help contextualise learning.

Teachers plan and deliver lessons that build on prior knowledge, using enquiry questions to assess understanding, address misconceptions, and deepen thinking. Pupils develop foundational knowledge such as understanding algorithms, sequencing instructions, predicting outcomes, and debugging simple programs. Pupils use logical reasoning to explore how digital systems work and apply their computing knowledge to a range of purposeful, real-world tasks. Activities are adapted to support and challenge all learners, ensuring progression in skills and vocabulary.

Computing is supported through a wide range of resources, including iPads, Chromebooks, programmable devices (such as Blue-Bots and Spheros), digital tools, and a well-maintained technical infrastructure.

Online Safety is taught explicitly through the computing and PSHE curriculum and is reinforced through:

- assemblies
- themed events such as Safer Internet Day
- regular communication with parents
- enquiry-based discussions to help pupils make safe and responsible choices online

Teachers and support staff receive regular CPD to maintain subject knowledge and confidence in delivering the computing curriculum. The subject leader monitors teaching, supports staff, and ensures the curriculum remains current with new technological developments.

Impact

By the end of Key Stage 1, pupils will:

- Have a secure understanding of key computing concepts and vocabulary across Computer Science, Information Technology and Digital Literacy.

- Be able to create, debug, and reason about simple programs.

- Use a range of digital tools purposefully to create, organise and manipulate content.

- Recognise the role of technology in everyday life, both in and beyond school.

- Demonstrate responsible, safe, and respectful use of digital technologies, knowing how to respond to any concerns.

Progress is monitored through formative and summative assessments, with pupils involved in reflecting on their learning. Evidence of progress may include digital work, photographs, written outcomes.

Our computing curriculum ensures that pupils leave Key Stage 1 with the confidence, competence, and creativity to navigate an ever-evolving digital world, while understanding how to stay safe and act responsibly online.