

Windsor Community Primary School



Computing Curriculum Policy

September 2025

Purpose

This policy outlines the aims, responsibilities and expectations of the computing subject leader. It sets out how the subject is led, developed and monitored to ensure high-quality teaching and learning.

Our Vision

At Windsor Community Primary School we:

- Promote a love of learning
- Encourage children's confidence, sense of responsibility and respect for all people
- Work in partnership with families

All Windsor children, of all races, cultures, aptitude and ability, will be supported to achieve their potential as tomorrow's adults.

Aims

At Windsor Community Primary School, our computing curriculum is based on the National Centre for Computing Excellence's (NCCE) curriculum. It follows the Key stage 1 and Keys Stage 2 National Curriculum objectives and also includes the Early Years Foundation Stage and ensures the 3 strands of computing (Computer Science, Digital literacy and Information technology) are taught in two separate blocks across the year other than nursery where each strand is covered once a year. At each stage, the knowledge, understanding and skills needed have been identified and broken down into clear goals. Key vocabulary is included within the plans to ensure that vocabulary is consistent and progressive across the school. To aid teachers with their understanding of computing as a subject across the school, plans include information on learning from the previous year group and details of what learning will happen in the next year group. Appropriate resources are listed within the curriculum plans to support teaching with delivering the computing curriculum. Lessons are taught in continuous 'blocks' to ensure learning can be fully embedded and any gaps in understanding addressed quickly. Where appropriate, meaningful links are made between computing and other foundation subjects. Teachers use a range of resources to deliver our computing curriculum including; Beebots, Project Evolve, Micro:Bits, iPads and laptops.

Responsibilities

The Computing Lead is responsible for:

- The planning of the computing curriculum across the school and ensuring that adjustments are made according to national developments and the needs of the children at Windsor.
- Monitoring the delivery of the planned curriculum, including teacher's planning, lessons and assessment.
- Gathering feedback from staff and pupils on the delivery of the planned curriculum.
- Ensuring that SLT is informed on the progress of the Computing curriculum and any areas of development.
- Ensuring that all staff have access to appropriate CPD according to individual needs.

Class teachers are responsible for:

- Ensuring that children are using the correct vocabulary and access the appropriate resources for each block as stated on the planning, knowledge, skills and understanding map.
- Assessing progress made by each child at the end of each lesson and using this information to identify any gaps in learning. This should then clearly feed into the next lesson to ensure that good progress in computing is made by all.
- Liaising with the Computing lead if they require any additional CPD to help develop their knowledge and skills when delivering the planned curriculum.

The Headteacher and Governors are responsible for:

- Supporting the Computing lead in the monitoring of the planned curriculum across the school.
- Ensuring accountability by the Computing lead through regular meetings to share updates on curriculum developments and progress across the school.

Intent

At Windsor, we aim to ensure that all of our children have access to a computing curriculum centred around creativity and problem solving in order for them to understand and participate in a world that is ever increasingly influenced by technology. We believe the knowledge, skills and understanding taught through our curriculum will empower our learners to think computationally, and become more able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and future.

Implementation

Computing lessons are blocked to ensure that the children can gain a more secure understanding of the knowledge and skills within the computing curriculum. However, when appropriate, computing may be used as a vehicle for the children to present their learning in other subjects. For example, the children might create an animation about a process they have learnt of in a science lesson. Computing lessons cover all three strands of the National Curriculum; Digital Literacy, Information Technology and Computer Science and Online Safety is taught throughout the year as appropriate.

Staff and children have access to a range of hardware and software to support them with teaching and learning in computing including; iPads, laptops, programmable robots, microcontrollers and Lego education resources. For a more detailed look at the computing curriculum per year group, please see the computing curriculum knowledge, understanding and skills map on the school website.

Impact

Our curriculum will ensure that all of our children are confident and independent users of technology and that they can accomplish a wide variety of goals both at school, and at home. As the lessons are blocked, this allows teachers to quickly identify misconceptions or gaps in understanding which can then be addressed promptly with the children. Teaching can then be adapted to support varied paces of learning and ensures all pupils make good progress. The computing curriculum is regularly monitored by the subject leader through

lesson visits, discussions with pupil and teachers and evaluation of work produced by the children.

Monitoring & Evaluation

The subject leader is responsible for monitoring learning and progress within computing across the school and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work. Time is allocated each term for the task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

The computing lead will feedback to Governors and improvement plans will be created from teacher feedback and monitoring.

Assessment:

Work will be assessed in line with the assessment policy. In addition to this: assessment for learning strategies are embedded in teaching and learning that include peer and self-assessment, questioning, talk partner and group talk.

Inclusion & Equal Opportunities:

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. We believe that all children have the right to access age appropriate technology and learning within the subject of computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils. This should be done with support from the Computing Lead and SEND Lead.

All children are provided with equal access to quality first teaching of the Computing curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Safeguarding & Health & Safety

At Windsor, we are committed to ensuring the highest standards of safeguarding and health & safety in all aspects of computing. Pupils are taught how to use technology safely and responsibly as part of the curriculum, and all digital activity is closely supervised by staff. We follow statutory guidance, including *Keeping Children Safe in Education* and the *Prevent Duty*, and ensure all staff receive regular training in online safety. Risk assessments are conducted for all equipment and activities, and we promote safe usage through age-appropriate resources, ergonomic guidance, and clear Acceptable Use Policies for pupils and staff.

To protect pupils from harmful online content, the school uses **Smoothwall**, an advanced web filtering and monitoring system. Smoothwall analyses and blocks inappropriate or dangerous websites in real time, including content related to pornography, extremism, violence, and self-harm. It also alerts designated safeguarding leads to any concerning online behaviour. Regular reports are reviewed to support early intervention and ensure

continued online safety. Governors are kept informed of any safeguarding concerns and receive assurance that robust systems are in place to protect pupils in their use of technology.

This Policy was amended
on 01/09/2025
by A Smith

This Policy will be reviewed
September 2026