Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	December 2025
Reviewed:	
To be reviewed:	December 2026

Guyhirn Primary School Computing Policy 2025

This policy should be read in conjunction with our Online Safety Policy

Introduction

The use of computers and computer systems 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. We recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, 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.

Aims

Our 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 of study for computing at Key Stages 1 and 2
• To respond to new developments in technology
• 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
• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
• are responsible, competent, confident and creative users of information and communication technology.

Resources & Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. Resources, if not classroom based, the academy DEMAT IT Department are responsible in supporting the school with maintenance & purchasing hardware & software.

Computing curriculum planning

The school will be using Kapow - the whole-school scheme of work for Reception to Year 6 pupils. Kapow fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing.

EYFS

We teach Computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the Computing aspects of the children's work to the objectives set out in the Development Matters/Early Learning Goals which underpin the curriculum planning for children aged three to five.

The contribution of Computing to teaching in other curriculum areas

Because of the cross curricular nature of Computing, the key skills are embedded across all curriculum areas to enhance and enrich learning.

Teaching Computing to children with SEN

At our school we teach Computing to all children, whatever their ability. Computing forms part of our curriculum policy, ensuring we provide a broad and balanced education for all children. Through our Computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and recording

Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks it and comments as necessary.
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Computing Policy Review: December 2026