

St. James CE Primary School



St. James CE Primary School Computing Policy

Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



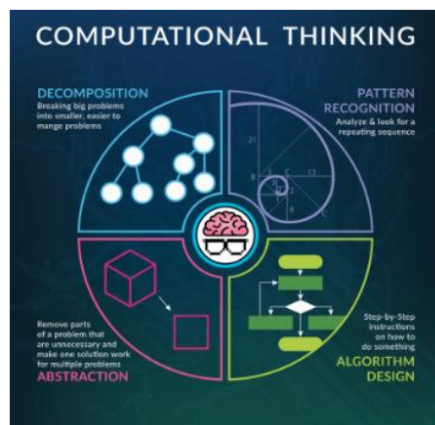
Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

Intent - How do we translate our vision into practise?

At St James' C of E Primary School Enfield, we believe that a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Our curriculum ensures that pupils become digitally literate, responsible, confident, and creative users of information and communication technology. We also emphasise safe, respectful, and responsible online behaviour through all key stages.



Through their journey at St James' pupils will experience three main areas of the computing curriculum:

- Computer Science (programming and understanding how digital systems work).
- Information Technology (using computer systems to store, retrieve and send information).
- Digital literacy (evaluating digital content and using technology safely and respectfully).

As technology develops, so does the need for a better understanding of how to use it in a responsible manner. The education of pupils in E-Safety is therefore essential, to ensure children are equipped with the skills to recognise risks online, to be critically aware of the materials and content they access online, along with guidance on how to accurately validate information accessed via the internet.

Implementation- How do we translate our vision into practise?

Aims and Objectives

- Pupils will understand and apply fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation.
- Pupils will analyse problems in computational terms and gain practical experience writing programs to solve such problems.
- Pupils will develop digital literacy skills, including managing, storing, retrieving, and presenting digital content.
- Pupils will use computing tools creatively across the curriculum.
- Pupils will be confident, competent, and responsible users of technology, with a focus on online safety.

We implement our approach through high quality teaching, with challenging work for all individuals. Pupils participate in a weekly computing lesson using a scheme devised by the National Centre for Computing Education (NCCE). This programme ensures pupils can

develop depth in their knowledge and skills throughout their learning journey, whilst using subject specific language. Pupils use netbooks and iPads to access the computing curriculum, with the additional use of unplugged lessons to embed skills. Pupils participate in regular Computing and E-Safety lessons/events in order to achieve the intent of the Computing and E-Safety curriculum. In addition to stand alone lessons, these elements are regularly incorporated into other subjects, given the cross-curricular nature of computing and the opportunities to expand and develop lessons that its inclusion provides. Additional computing opportunities are identified in other curriculum areas, such as research tasks (English, RE, history and Geography), data handling (Maths, Science and History), photography (English, RE, Science and Learning Challenge), filming (English, RE, Science and Learning Challenge), etc. These links support pupils in making connections and remembering the steps they have been taught in their discrete computing lessons. Lessons build on what the pupils already know and the subject knowledge that is imparted becomes increasingly specific and in depth, with more complex skills being taught as the child progresses through the school.

Across the units, pupils build skills and knowledge in a range of areas:

- **KS1 Year 1 Units:** Technology around us; Digital painting; Moving a robot; Grouping data; Digital writing; Programming animations.
- **KS1 Year 2 Units:** IT around us; Digital photography; Robot algorithms; Pictograms; Digital music; Programming quizzes.
- **KS2 Units:** Connecting computers; Stop-frame animation; Sequencing sounds; Branching databases; Internet; Repetition in shapes; Data logging; Video production; Flat-file databases; Web page creation; Variables in games; Spreadsheets; 3D modelling; Sensing movement; micro: bit for primary to secondary transition.
- Programming units are taught sequentially to ensure skills build year on year.
- Vocabulary progression is mapped across year groups.
- Cross-curricular links are encouraged but the integrity of computing learning is maintained.
- Unplugged activities support computational thinking when technology is unavailable.
- Online safety is taught explicitly each year using the Education for a Connected World framework.

Impact – What is the impact of our ICT and Computing curriculum?

The impact of Computing and E-Safety can be determined using teacher assessment led data using the NCCE Teach Computing scheme of work. On a termly basis each class provides assessment data collated in accordance with each year group's key objectives. Our children build and use their knowledge and skills in a range of curriculum areas through out their learning journey. Confidence in this subject will enable our children to become independent and competent in key life skills such as problem-solving, logical thinking and evaluation. At St James' C of E Enfield we aim to support children to become digitally literate and equipped to use technology effectively and safely. Children will understand the consequences of using the internet and also be knowledgeable on how to keep themselves safe online

Assessment and Feedback

- Teachers use formative assessments within units and summative assessments at the end of units.
- Assessment includes understanding of concepts, programming skills, and safe use of technology.
- Knowledge organisers and vocabulary checks support learning retention.
- Moderation ensures consistency of assessment across year groups.
- Progression in algorithms, data, programming, and ICT is tracked across KS1 and KS2.

Resources and CPD

- Hardware and software are provided to support all Teach Computing units, including robots, micro: bits, and appropriate software.
- Google Classroom and Ed Shed are used alongside Times Tables Rock Stars to support learning.
- Staff receive CPD through NCCE training and other professional development opportunities.
- The Computing Lead uses the Computing Quality Framework (CQF) to evaluate provision and guide improvements.

Inclusion and Differentiation

- Lessons are scaffolded for learners needing support, with peer assistance and unplugged tasks.
- Extension and enrichment tasks are provided for advanced learners.
- Adaptations are made for SEND and EAL pupils.
- All pupils have equitable access to computing opportunities.
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Online Safety and Digital Citizenship

- Education for a Connected World framework is used to teach online safety across KS1 and KS2.
- Safe, respectful, and responsible online behaviour is embedded in every computing unit.
- Pupils are taught how to report concerns and access trusted adults.
- Acceptable technology use policies are in place for school and home learning.

Monitoring, Review, and Leadership

- The Computing Lead monitors coverage, progression, assessment, and online safety.
- Internal monitoring includes lesson observations, learning walks, and work scrutiny.
- Policy is reviewed annually to incorporate NCCE updates and national curriculum changes.
- Teacher and pupil feedback inform improvements.
- Self-evaluation tools, including CQF, are used for ongoing quality assurance.

Roles and Responsibilities

- **Computing Lead:** oversees curriculum mapping, resource allocation, staff CPD, monitoring, and updates.
- **Teachers:** deliver Teach Computing units, assess pupils, provide feedback, and identify CPD needs.
- **Senior Leadership:** ensure computing is resourced, timetabled, and supported.
- **Governing Body:** ensure computing is part of the core curriculum and that provision and progress are reported.

Policy Review

- The policy is reviewed annually to reflect curriculum updates and best practice.
- The current version incorporates Teach Computing and the latest KS1 and KS2 National Curriculum requirements.

Reviewed: September 2025

Revisit: September 2027