

### **Computing: Subject Policy**

*'Love your neighbour as yourself' (Luke 10 v 27)*

#### **Intent**

At Temple Ewell Church of England Primary School, we believe that a high-quality Computing education equips pupils to understand, engage with and shape the modern world. Computing has strong links with mathematics, science and design and technology, and supports the development of logical thinking, creativity, resilience and problem-solving skills.

Our intent is that all pupils:

- develop secure knowledge and skills in Computer Science, Information Technology and Digital Literacy
- become confident, competent and responsible users of technology
- understand how digital systems work and how they affect individuals and society
- are well prepared for the opportunities and challenges of a rapidly changing digital world

As a Church of England school, we recognise that Computing contributes meaningfully to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to reflect on how technology can be used wisely, ethically and creatively, showing empathy, respect and responsibility in digital environments.

#### **Implementation**

##### **Curriculum Design and Structure**

Temple Ewell CEP School operates with mixed-age classes. To ensure progression without repetition, the Computing curriculum is organised into Cycle A and Cycle B from Year 1 onwards.

This ensures that:

- pupils remaining in mixed-age classes experience different content across consecutive years
- pupils moving between classes build knowledge securely without gaps
- all National Curriculum requirements are met by the end of Key Stage 2

Reception pupils follow a foundation pathway introducing core digital skills in an age-appropriate way.

The school uses Purple Mash (2Simple) as its Computing scheme of work from Reception to Year 6. This provides a coherent, progressive curriculum aligned fully with the National Curriculum.

The curriculum is structured around three strands:

- Computer Science – algorithms, coding, logical reasoning, systems and physical computing
- Information Technology – creating, organising and presenting digital content and data
- Digital Literacy – online safety, communication and digital responsibility

Online safety is taught continuously through 2BeSafe – Being Safe in a Digital World, and reinforced across the wider curriculum.

### Teaching and Learning

Computing is taught through enquiry-led units that encourage pupils to:

- explore and investigate
- design, create and evaluate
- reflect on both process and outcome

Lessons include whole-class teaching, guided group work and independent or collaborative tasks. Cross-curricular links are made where meaningful.

### Adaptive Teaching, SEND and Equal Opportunities

All pupils are entitled to access the Computing curriculum regardless of gender, background or ability.

- Technology is used to support SEND and EAL pupils, enabling access to learning and promoting independence.
- Reasonable adjustments are made to ensure full participation.
- Tasks are scaffolded and adapted appropriately, with challenge provided where needed.

### EYFS

In Reception, pupils develop early Computing skills through structured play and adult-led activities, focusing on:

- basic digital skills
- following instructions
- early problem-solving
- safe and responsible technology use

## Spiritual Development

Computing supports pupils' spiritual development by encouraging reflection, wisdom and responsibility in how they engage with the digital world. Through online safety, ethical decision-making and creative problem-solving, pupils learn to consider the impact of their actions on themselves and others, developing discernment, self-control and respect.

## Safeguarding

Internet filtering and monitoring are centrally managed, with reports reviewed by the Headteacher. Systems are checked regularly to ensure effectiveness.

Online safety is a fundamental part of the Computing curriculum and wider safeguarding practice. Teaching is underpinned by Keeping Children Safe in Education (2025) and reinforced through staff training, filtering and monitoring systems.

## Impact

### Assessment and Outcomes:

Assessment in Computing is ongoing and integral to teaching and learning.

- Formative assessment takes place through observation, questioning, discussion, peer and self-assessment, and review of digital work.
- Summative assessment is carried out at the end of each unit using the 2Simple Computing Assessment Tool, aligned with National Curriculum expectations.

Pupils build a digital portfolio within Purple Mash, demonstrating progression in skills, knowledge and independence from Reception to Year 6.

Assessment information is used to:

- inform planning
- identify pupils requiring additional support or challenge
- monitor progress across the school

By the end of Key Stage 2, pupils leave Temple Ewell as confident, responsible and capable digital citizens.

## Role of Subject Leader

The Computing Subject Leader is responsible for:

- curriculum development and review
- supporting staff with planning and delivery
- monitoring teaching, learning and assessment
- overseeing resources and infrastructure

Monitoring activities include:

- scrutiny of Purple Mash portfolios
- learning walks
- pupil and staff voice
- analysis of assessment information

The school works with BCTec Ltd, an external IT support provider, to ensure systems, devices and infrastructure are secure and reliable.

Governors receive regular updates on Computing, including curriculum development, online safety and resourcing, enabling effective strategic oversight.

**Policy written: January 2026**

**Review date: January 2027**