



Computing Policy

Approved by:
B.Suddhi

Date: January 2026

Last reviewed on: January 2026

Next review due January 2027
by:

Signed by:

Headteacher

Date: January 2026

Chair of governors

Date: January 2026

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Statement of intent

At Pear Tree Infant and Nursery school we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident, and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the EYFS and KS1 computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at Junior school and beyond.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Computing programme of study: key stage 1

2. Roles and responsibilities

2.1. The headteacher will:

- Ensure that there is a Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Computing Policy, as written, is disseminated to teaching staff and parents, for implementation.
- Hold the lead teacher to account for the effective implementation of the Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Computing Policy is not being implemented according to its provisions.

2.2. The lead teacher will:

- Secure and maintain computing resources and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

2.3. Teachers will:

- Plan and deliver the requirements of the EYFS and KS1 computing programmes of study to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.

- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.

3. EYFS

- 3.1. Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.

4. KS1

- 4.1. Pupils will be taught to:
 - Understand what algorithms are, and how they are implemented.
 - Create and debug simple programs.
 - Predict the behaviour of simple programs.
 - Create, organise, store, manipulate and retrieve digital content.
 - Recognise common uses of ICT beyond school.
 - Use technology safely and respectfully, keeping personal information private, and to identify where to go for help and support when they have concerns online.

5. Curriculum delivery

- 5.1. Teaching of digital literacy and ICT is largely delivered through cross-curricular subject links.
- 5.2. The core requirements of the EYFS and KS1 computing programmes of study, such as coding/programming, will be delivered through the national curriculum programme of study.
- 5.3. An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the EYFS and KS1 computing programmes of study.
- 5.4. Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.
- 5.5. Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

6. Differentiation

- 6.1. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:
- Grouping pupils by ability and setting different tasks for each ability group.
 - Making reasonable adjustments to the way in which we deliver the computing curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments or making resources available in a pupil's first language (pictorial images) where they use English as an additional language.
 - Providing extra learning opportunities through bespoke support groups (e.g. one for those with SEND and another for academically more able pupils).
- 6.2. Academically more able pupils may be asked to become 'digital leaders', mentoring and sharing their skills with others during computer work.

7. Assessment

- 7.1. Pupils' knowledge and understanding of the primary computing curriculum will be assessed by class teachers.
- 7.2. Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

8. Staff training

- 8.1. The lead teacher and head teacher will be responsible for the identification and delivery of staff training requirements.
- 8.2. The lead teacher will remain up-to-date with the latest developments in computing through attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

9. Monitoring and evaluation

- 9.1. We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
- 9.2. We will review this policy on an annual basis in line with our policy review schedule.
- 9.3. We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.