Learning Together For A Better World

Computing Policy

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Approved by governors:	n/a	
Last reviewed on:	September 2026	
Next review due by:	September 2028	

Intent

At Combe CE Primary School, we want all pupils to have:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity
- An understanding of the connected nature of devices
- The ability to communicate ideas well by using applications and devices throughout the curriculum
- The ability to collect, organise and manipulate data effectively

Implementation

At Combe CE Primary School, the three areas of the computing curriculum - digital literacy, information technology and computer science - are taught discretely, except in rare circumstances, where there are links to our topic-based curriculum. Due to our mixed age classes, the 'Teach Computing' curriculum is mapped over a two-year cycle, with each class covering both year groups' work during this time, and doing 2 units per term. Some areas of the curriculum are visited more than once, but skills and knowledge are built upon in order to consolidate and extend pupils' understanding.

Computing skills offer opportunities to:

- Networks
- Creating media
- Data and information
- Design and development
- Computing systems
- Impact of technology
- Algorithms
- Programming
- Effective use of tools
- Safety and security

Impact

Pupils will develop the computing knowledge and skills to help them express themselves and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum, but to prepare them for secondary education and further study.

Assessment in computing takes place using a range of formative strategies, such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards' or 'expected'. This monitoring of performance and progress helps to inform future planning which is discussed termly with the Headteacher and monitored during curriculum monitoring. Individuals or groups who need extra support are targeted for extra support.