

**St Gabriel's C of E
Primary School**



Computing Policy
Spring 2026

Committee Name:	Curriculum Committee
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Interim Computing lead:	Sonia Bell

1. Introduction and Overview Rationale

The Computing policy at St Gabriel's Primary School has been developed by the ICT Coordinator, building on the Purple Mash framework and government guidance, and has been agreed upon by staff, the Senior Leadership Team, governors, and other stakeholders. This policy, which will be reviewed annually, recognises that the use of computers and computer systems is an integral part of the National Curriculum and a vital life skill. In today's increasingly digital world, pupils need access to a broad and balanced computing education delivered through a structured and progressive curriculum. This curriculum enables pupils to understand how computer systems work, develop their IT skills, and become digitally literate, equipping them to communicate, collaborate, express ideas, and create digital content confidently, thereby preparing them to participate fully in the modern world.

2. School Aims for Computing

At St Gabriel's Primary School, our Computing curriculum aims to:

- Provide an exciting, rich, relevant, and challenging computing curriculum for all pupils.
- Teach pupils to become responsible, respectful, and competent users of data, information, and communication technology.
- Provide technology solutions to strengthen home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared, and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high-quality hardware, software, and unplugged resources.
- Equip pupils with skills, strategies, and knowledge to reap the benefits of the online world while minimising risks to themselves and others.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and related legislative guidance (including online safety).
- Instill critical thinking, reflective learning, and a 'can do' attitude in all pupils, particularly when engaging with technology and associated resources.
- Use technology imaginatively and creatively to inspire and engage pupils, as well as to improve efficiency in running an effective school.

3. National Curriculum: Purpose of Study and Aims

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, providing insights into natural and artificial systems.

The core of computing is computer science, where pupils learn principles of information and computation, how digital systems work, and how to apply this knowledge through programming.

Building on this, pupils use information technology to create programmes, systems, and digital content. Computing also ensures pupils become digitally literate—able to use, express themselves, and develop ideas through information and communication technology—at a level suitable for the future workplace and active participation in a digital world.

The National Curriculum aims to ensure all pupils:

- Understand and apply fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation.
- Analyse problems in computational terms and gain repeated practical experience writing computer programmes to solve such problems.
- 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.

3. Computing Curriculum: Early Years and Primary (EYFS to KS2)

St Gabriel's Primary School uses the Purple Mash Computing Scheme of Work from Reception to Year 6. This scheme supports teachers in delivering fun, engaging lessons that raise standards and allow all pupils to achieve their full potential. It meets the national vision for Computing by offering flexibility, strong cross-curricular links, and integration with the 2Simple Computing Assessment Tool. It also provides excellent support materials for less confident teachers.

EYFS

We aim to provide pupils with a broad, play-based experience of Computing in various contexts. We believe:

- Recording devices support communication skills, especially for pupils with English as an additional language.
- Early Years environments should feature ICT scenarios based on real-world experiences, such as roleplay.
- Pupils gain confidence and control through activities like painting on interactive boards or controlling remote toys.
- Outdoor exploration is important and supported by ICT toys such as metal detectors, controllable traffic lights, and walkie-talkies.

Key Stage 1:

By the end of Key Stage 1, pupils should be taught to:

- Understand what algorithms are, how they are implemented as programmes on digital devices, and that programmes execute by following precise instructions.
- Write and test simple programmes.
- Organise, store, manipulate, and retrieve data in various digital formats.
- Communicate safely and respectfully online, keep personal information private, and recognise common uses of IT beyond school.

Key Stage 2:

By the end of Key Stage 2, pupils should be taught to:

- Design and write programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely, and safely.
- Use sequence, selection, and repetition in programmes; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programmes.
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programmes.
- Understand computer networks including the internet; how they provide multiple services such as the World Wide Web; and the opportunities they offer for communication and collaboration.

4. Planning

To reflect changing technologies, support staff CPD, and deliver a varied curriculum at St Gabriel's, we follow the Purple Mash scheme of work. This scheme meets the objectives of the National Curriculum for Computing and provides clear progression in Computing.

Our approach enables teachers to plan a rich and varied Computing curriculum that integrates other areas of learning, focusing on a holistic approach. Lessons are designed to run alongside our Creative Curriculum, with frequent cross-curricular links made to ensure meaningful context and relevance.

Teachers employ quality first teaching strategies, ensuring lessons are well-structured, differentiated, and inclusive to meet the diverse needs of all pupils. They use tools such as ActivInspire or PowerPoint to create engaging flip chart lessons that align with our Teaching and Learning policy.

Computing lessons are delivered at least once a week in the ICT suite, with the flexibility to offer unplugged activities that do not require computers, supporting conceptual understanding and practical engagement.

5. Assessment

At St Gabriel's, regular and meaningful assessment is central to effective teaching and learning. Frequent checks of pupils' understanding enable teachers to identify gaps and misconceptions early, allowing them to tailor planning and instruction to meet the specific needs of each class. This ongoing assessment, combined with subject-specific feedback, supports pupils in consolidating knowledge, addressing misunderstandings, and making sustained progress in line with our curriculum goals.

Regular Formative Assessment

Teachers regularly assess pupils' progress through observation and ongoing discussion. Using the Purple Mash assessment tool, progress is tracked systematically, with formal assessments conducted every half term. This enables teachers to perform gap analyses that inform the next steps in teaching and learning.

Summative Assessment

Summative assessments are conducted in line with the school's assessment cycle (refer to the Assessment Policy). Teachers use electronic work samples from pupils' portfolios on Purple Mash to make informed judgements. These judgements are recorded in the 2Simple Computing Assessment Tool to maintain consistent and transparent records.

Subject Leader Monitoring

The subject leader monitors both the standard of pupils' work and the quality of teaching and learning in computing. This monitoring is integrated into the school's overall monitoring cycle and may include lesson observations, discussions with pupils and teachers, learning walks, evaluation of pupil work, and review of lesson plans.

6. Inclusion

At St Gabriel's, we are committed to providing inclusive and high-quality education for all pupils, including those with Special Educational Needs and Disabilities. We ensure that SEND pupils receive tailored support that enables them to access the full curriculum and make meaningful progress. Our approach includes differentiated teaching, targeted interventions, and **the use of technology** to enhance learning opportunities. The SEND team works closely with class teachers, subject leaders, and external specialists to identify needs early, monitor progress, and adapt provision accordingly. We maintain high expectations for all pupils, fostering an environment where every child can succeed and thrive.

7. Roles and responsibilities

The computing subject leader plays a crucial role in supporting staff and ensuring the effective delivery of the computing curriculum across the school through leadership, resource management, and ongoing professional development through:

- Providing support and guidance to all staff members, including teaching assistants, in the teaching, planning, and assessment of computing.
- Creating opportunities for colleagues to observe and learn from examples of good practice in computing instruction.
- Maintaining computing resources and advising staff on the effective use of digital tools, technologies, and materials.
- Monitoring classroom teaching and planning in line with the school's monitoring system to ensure curriculum quality and consistency.
- Tracking pupils' progression in computing by reviewing work samples across a range of abilities.
- Staying informed about new technological developments and sharing relevant updates and innovations with staff.

8. E-safety and using the internet

At St Gabriel's, we prioritise the safe and responsible use of the internet and digital technologies. Please refer to our separate E-safety Policy for detailed guidance on how we protect pupils and promote online safety across the school.

9. References to other policies

- Online safety Policy
- Behaviour Policy
- Assessment Policy