

A.I.M. HIGH at



Aspiration. Inspiration. Motivation.

Computing Policy

Policy written	Oct 2026
Agreed by Governors	Oct 2026
Next Review	Oct 2028
Head teacher	Mr S Wright 
Chair of Governors	Mrs E Scorer 

1. Aims

At Whitby Heath Primary School, we aim to provide a high-quality Computing education that equips all pupils with the knowledge, skills and understanding they need to thrive in an increasingly digital world. Our Computing curriculum fully meets the requirements of the National Curriculum for Computing and reflects current educational best practice.

Within our Computing curriculum, we aim to:

- Foster enjoyment, curiosity and confidence in Computing
- Develop pupils' computational thinking, creativity and problem-solving skills
- Ensure pupils can understand how digital systems work and apply this knowledge through programming
- Enable pupils to use information technology purposefully to create, organise, manipulate and evaluate digital content
- Support pupils to become digitally literate, responsible and ethical users of technology

Through high-quality teaching and a progressive curriculum model, pupils develop a systematic and critical approach to technology that supports learning across the curriculum and in the wider world.

2. Statutory Requirements

This policy reflects the statutory requirements of the National Curriculum in England for Computing (Key Stages 1 and 2).

Whitby Heath Primary School uses the **Kapow** scheme of work, developed by primary computing specialists, to deliver the Computing curriculum. The scheme:

- Meets all National Curriculum requirements
- Is structured as a **spiral curriculum**, ensuring concepts are revisited and built upon over time
- Embeds assessment opportunities and clear progression of skills
- Includes online safety and digital citizenship throughout

In the Early Years Foundation Stage, Computing is supported through the Early Learning Goals, particularly within Understanding the World and Expressive Arts and Design, and through purposeful use of technology in continuous provision.

3. Curriculum Content and Delivery

Curriculum Design

The Computing curriculum at Whitby Heath is:

- **Sequenced and progressive** – new learning builds on prior knowledge
- **Generative and sticky** – key concepts are revisited to support long-term memory

- **Inclusive and adaptive** – learning is accessible to all pupils
- **Purposeful** – outcomes are meaningful and linked to real-world contexts

Computing is taught as a stand-alone subject to ensure progression and curriculum integrity. Where meaningful cross-curricular links can be made, these enhance learning without compromising coverage or progression.

Teaching and Learning Approaches

When delivering Computing lessons, staff are encouraged to use teaching approaches that reflect Whitby Heath Primary School's ethos of high expectations, reflective practice and continuous improvement.

In particular:

- **Retrieval practice** is embedded regularly within lessons and across units to strengthen long-term memory and support pupils in recalling and applying prior knowledge.
- **Whole-class feedback** is used effectively to address misconceptions, highlight successful strategies and move learning forward efficiently.
- Teachers are encouraged to **adapt and edit lesson slides and resources** provided by Kapow to meet the needs of their pupils, prior knowledge and class context, while maintaining fidelity to intended learning outcomes and progression.

These approaches ensure Computing teaching is responsive, inclusive and aligned with the school's commitment to high-quality first teaching.

Learning Capture and Evidence of Learning

In Computing, evidence of learning is primarily captured through **learning captures** rather than traditional written work in books. Learning captures may include photographs, screenshots, screen recordings, pupil voice, outcomes saved digitally, and teacher observation notes. This approach reflects the practical and digital nature of the subject and allows evidence to more accurately demonstrate pupils' knowledge, skills and progression over time. Learning captures are used consistently to support assessment, moderation and curriculum monitoring.

Use of Medium-Term Planning

Medium-term plans, provided through the Kapow curriculum, are used by teachers to ensure clear sequencing of knowledge, skills and vocabulary across each unit. These plans support teachers in understanding prior learning, end points and key misconceptions, while allowing professional judgement to adapt lessons to meet the needs of individual classes. Medium-term plans ensure consistency, progression and coherence in Computing teaching across the school.

Time Allocation

- **Key Stages 1 and 2:** Computing is taught termly through fortnightly lessons
- **EYFS:** Computing is embedded through explicit teaching and continuous provision
- **Enrichment:** STEM opportunities are planned across the year, particularly within History, Geography, English and Science

4. National Curriculum Coverage

Key Stage 1

Pupils are taught to:

- Understand what algorithms are and how they are implemented as programs
- Create and debug simple programs
- Use logical reasoning to predict program behaviour
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private and knowing where to seek help

Key Stage 2

Pupils are taught to:

- Design, write and debug programs that accomplish specific goals
- Decompose problems into smaller parts
- Use sequence, selection, repetition and variables
- Use logical reasoning to explain algorithms and identify errors
- Understand computer networks, including the internet and services such as the World Wide Web
- Use search technologies effectively and evaluate digital content
- Select and combine software to create programs, systems and content, including data handling
- Use technology safely, respectfully and responsibly, including knowing how to report concerns
- Create or design their own project using a variety of applications and websites.

5. Rationale for Using Kapow

Kapow provides a progressive, spiral Computing curriculum that:

- Ensures full statutory compliance
- Supports teacher subject knowledge and confidence
- Provides high-quality lesson plans, resources and assessments
- Aligns with the school's commitment to retrieval, spaced learning and curriculum depth

6. Roles and responsibilities

6.1 The Governing Body

The governing body will approve the Computing policy and hold the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that Computing is taught consistently across the school.

6.3 Computing Coordinator and Strategic Team Leader

The Computing coordinator at Whitby Heath is Miss G Lambert and she is responsible for:

- Planning and coordination of the Computing curriculum ensuring coverage in-line with that required by the National Curriculum.
- Providing training for staff to ensure consistent and age-appropriate delivery of the curriculum.
- Monitoring and supporting staff in the delivery and assessment of the curriculum.
- Working as part of the Strategic STEM team to ensure that all areas within the remit of this policy are implemented and impact monitored.

6.4 Staff

Staff are responsible for:

- Delivering the Computing curriculum in an engaging and practical way
- Modelling positive attitudes to Computing
- Monitoring progress
- Responding to the needs of individual pupils

6.5 Pupils

Pupils are expected to engage fully in Computing sessions. When taking part in Computing, pupils are expected to show responsibility and care for electrical equipment and use applications appropriately.

7. Training

Staff are trained on the delivery of Computing as part of our continuing professional development calendar. Additional training resources are available through **Kapow** and staff are encouraged to access these as needed in the delivery of specific technical skills.

8. SEND and Inclusion

At Whitby Heath we have high expectations of all our pupils. However, we recognise that for some pupils, additional support is needed to ensure they can access tasks and retain key learning. Tasks are adapted or scaffolded to ensure that they provide suitable challenges that focus on the learning in Computing and remove any barriers for learning that stop learning in Computing. Teachers use their pupil

passports and appropriate assessments to help inform their planning. This way, a person-centered approach ensures progress is made and learning is personalised.

We want all learning to support independence wherever possible. Teachers will plan lessons so that pupils with SEND are able to successfully access the key content of the Computing curriculum and ensure that no ceiling is placed on their learning and what they can achieve. Promoting independence, we allow the children to feel a sense of equality and belonging in their classroom environment.

Where appropriate, the following strategies could be used for pupils with SEND:

Task Adaptation

- Opportunities for overlearning key knowledge.
- Technology used for recording information.
- Web based learning for practice and learning of key knowledge.
- Use of concrete resources.
- Voice recordings or pictorial representations of step-by-step instructions.
- Voice recordings or pictorial representations of responses.
- Screen shots and photographs.
- Voice recordings.
- Peer support for mathematical skills.

Scaffolding

- Modeling specifically for a small group of children.
- Vocab mats highlighting specific vocabulary for a task.
- Broken down instructions for a task.
- Sentence stems from board/worksheet.
- Task organizer.
- Use of concrete resources.
- Further questioning.
- Additional focused explanations.
- Precision teaching of key knowledge.
- Additional oracy opportunities.
- Peer support.
- I do, we do, you do approach.

Where a child struggles with key aspects of learning, it is crucial that we highlight what is key knowledge for a child to move on with their learning. Progression maps highlight which knowledge is the basis for other knowledge later on within the Computing curriculum. Staff can therefore provide time for overlearning this key knowledge where it is deemed appropriate for these children. Support and CPD is given to staff to ensure they have a good understanding of what learning is key to moving on. These children are discussed regularly with the SENCo.

Higher Attainers

Opportunities for higher attainers to take learning deeper are planned throughout the curriculum. Open ended tasks and high quality first teaching ensure that learning is taken deeper. Enrichment opportunities are planned throughout the year. Opportunities for children to explore careers in STEM are planned into the curriculum

and accessed where appropriate. Visiting speakers are encouraged to come in and support classes in delivering key areas of Computing and STEM.

Impact

At Whitby Heath, we ensure that all students are exposed to rich learning experiences so that:

- All children to be digitally literate, being able to use and develop their ideas through information and communication technology at a level suitable for a future workplace and so that they are prepared to be active participants in a digital world.
- Children can use different technological applications confidently and fluently.
- Children are able to use laptops and iPads cross-curricular for research and design purposes.

9. Monitoring arrangements

The delivery of Computing is monitored by the Computing coordinator, Miss G Lambert through:

- Learning walks
- Pupil voice
- Planning scrutiny

Pupils' development in Computing is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss G Lambert, the Computing coordinator, every 3 years. At every review, the policy will be approved by the governing body and the Headteacher.

10. Links with other policies

- Safeguarding
- Online Safety

Appendices:

Appendix 1:

Long term computing plan

<u>Computing Long Term Curriculum Plan</u>			
Kapow Scheme			
Year 1	Autumn 1&2: Using computers (1)	Spring 1&2: Bee-Bots	Summer 1&2: Introduction to data
Year 2	Autumn 1&2: Using computers (2)	Spring 1&2: MakeCode	Summer 1&2: Digital designers
Year 3	Autumn 1&2: Scratch	Spring 1&2: Connecting devices	Summer 1&2: Branching databases
Year 4	Autumn 1&2: Further coding with Scratch	Spring 1&2: Connecting networks	Summer 1&2: Creating digital media
Year 5	Autumn 1&2: Music on Scratch	Spring 1&2: Websites, search and storage	Summer 1&2: Exploring spreadsheets
Year 6	Autumn 1&2: Understanding hardware, networks and security	Spring 1&2: Exploring Python	Summer 1&2: Creating a multimedia project

Appendix 2:

Curriculum Map ([Whitby Heath Primary School: Computing](#))