

Hampton Primary School

Policy for Computing

2026 – 2027

Hampton Primary School
Computing Curriculum Intent Statement
September 2026
Hampton Primary School Computing Policy

The policy is written with consideration of Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.'

Our Whole School Intent Statement

At the forefront of Hampton's curriculum is equity for every child with every curriculum experience underpinned by our core values: understanding that children are unique in their needs and circumstances. We value each child as an individual, each with a unique potential for learning. Our aim is to prepare every child for life beyond Hampton, providing them an exciting and empowering curriculum with the skills, knowledge and values that equip them for today and tomorrow.

When children leave us to move on, their curriculum experiences at Hampton will ensure they have:

A sureness in themselves as a young person and their attitudes to learning

A sound knowledge of basic skills

An understanding of the moral, spiritual, cultural, mental and physical virtues they all possess

Aspiration and resilience to aim high and challenge themselves to achieve great things in the future

A sense of belonging, moral purpose, respect and tolerance for others

A set of core values which are life skills, fostering responsibility for learning and future success allowing them to be happy and confident adults.

Rationale

Hampton Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall, in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our Computing teaching follows the National Curriculum and is tied together through the implementation of the D.A.R.E.S scheme of learning. Each year group's learning plan allows a consistent approach to Computing for children to develop their technical ability within the subject. The skills which the children develop in Computing lessons are relevant and vital for the children's learning as they grow through an ever-expanding digital age.

Computer science is a key aspect of our Computing teaching, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are provided with a variety of information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate, allowing them to be able to use, and express themselves and develop their ideas through a wide a variety of different ICT equipment, and at a level suitable for the future workplace and as active participants in a digital world. Throughout the year the children have opportunities to link their learning to practical activities, learning and projects through STEM focused activities throughout each year.

Intent

In our school, we aspire to empower students as technology MASTERS rather than mere slaves to its influence. Given the omnipresence of technology and its pivotal role in students' lives, it is crucial that we model and impart education on its positive, responsible, and safe usage. Our goal is to foster a mindset where pupils become creators rather than passive consumers. Our expansive curriculum encompasses computer science, information technology, and digital literacy to cultivate these skills.

We emphasize the importance of making informed choices in utilizing technology. As a school, we actively utilize technology, including social media, to exemplify positive usage. Recognizing that education is a key preventive measure for issues related to technology and social media, we are committed to building a robust knowledge base. This knowledge will enable students to showcase their learning through creative and responsible use of technology.

Acknowledging technology's potential for facilitating creative expression and enhancing accessibility, we incorporate it into our curriculum. Our knowledge-rich curriculum seeks to strike a balance, providing students with opportunities to creatively apply their knowledge, ultimately nurturing them into adept computer scientists.

We encourage our staff to seamlessly integrate computing throughout the entire curriculum, fostering a learning environment that is both creative and accessible. Our vision is for students to be fluent in a variety of tools, empowering them to effectively express their understanding. By Upper Key Stage 2, we aim for children to possess the independence and confidence to choose the most suitable tools to meet the challenges and tasks set by their teachers.

Impact

We encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well being.

Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils showcase, share, celebrate and publish their work will best show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills digitally through tools like Google Drive and Seesaw and observing learning regularly.

Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.

Implementation

We have created a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

Computer Science	Information Technology	Digital Literacy
Computational Thinking	Word Processing/Typing	Self Image and Identity
Programming	Data Handling	Online Relationships
Computer Networks	Presentations, Web design and eBook	Online Reputation
Artificial Intelligence	Animation	Online Bullying
	Video Creation	Managing Online Information
	Photography and Digital Art	Health, Wellbeing and Lifestyle
	Augmented Reality and Virtual Reality	Privacy and Security
	Sound	Copyright and Ownership

Please see the knowledge progression document to see detailed progression throughout the school and individual within individual year-groups.

Continuity and progression of Computing

The Computing curriculum should ensure continuity and progression throughout the Foundation Stage, Key Stage 1 and Key Stage 2. Progression in Computing involves:

- The progressive development of pupils' skills, knowledge and understanding
- Breadth of applications.
- Increased complexity of contexts in which ICT is applied.
- The growing autonomy of the pupil in their learning.

In Reception, children discover computing through the overarching topic of technology and understanding the world. Opportunities to access ICT are available within class, whilst other computing skills can be accessed in both indoor and outdoor areas.

Throughout Key Stage 1 and 2, children are taught through discrete, weekly Computing lessons with opportunities to use ICT arising within the entire curriculum.

Sequential learning

As a school, we have chosen the D.A.R.E.S Computing Scheme of learning from Year 1 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility and strong cross-curricular links whilst implementing current and immersive applications.

Our Computing curriculum is delivered in our school through sequential learning. Each lesson will build on the pupil's prior learning to develop better progress in the Computing curriculum. We begin introducing children to a wide variety of technology in the EYFS, to introduce children to computational thinking. This is built on in KS1 as children begin using this computational thinking and applying it to computer sciences, such as coding, programming and debugging ICT equipment, predicting the behaviour of simple programs, and purposefully using technology to create, organise, store, manipulate and retrieve digital content. This is then further cemented in KS2 as the pupils will learn to design, write and debug programs that accomplish specific goals, use sequence, selection, and repetition in programs, and use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

It is also crucial for us as educators to teach our pupils about how to be respectful online citizens. We begin teaching the children from the Early Years about how to be safe online and what to do when facing this behaviour. We progress this learning throughout KS1 and 2 to inform children of how to use different online technologies safely and respectfully.

Aims

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of ICT

Our curriculum also 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 for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand 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 that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.

Classroom Management of Computing

All classrooms are equipped with an Interactive Whiteboard, which is run alongside a laptop. Each year group also has at least 1 teaching iPad that may be used to demonstrate activities via the interactive whiteboard or to observe and record children's work. This can then be displayed within the class for teaching purposes including personal response and evaluation.

Hampton has a laptop trolley (a full-class set - 32) for the implementation of the computing curriculum and two iPad trolleys for every year group (a full-class set - 32). Each class is timetabled to have access to the laptops and iPads to be used in specific Computing skills lessons or can be booked out to support teaching and learning in all other curriculum areas.

An audit of equipment is carried out by the Computing team on a regular basis to monitor quality of resources and promote best access to Computing for children.

Computing skills and knowledge should be presented:

- Via demonstration by the teacher to stimulate and teach children specific Computing skills and packages.
- With lots of 'hands on' experience allowing regular opportunities for practice and consolidation of Computing skills and techniques.
- Via both independent and collaborative activities to use ICT as a tool for investigation in all subject areas.

Assessment & Recording of Computing

We have adopted a progressive approach to assessment by utilising an online tracker tool named 'Insight'. This tool is not limited to computing but extends across multiple subjects, providing a comprehensive overview of each student's academic progress. Teachers can conduct assessments live during lessons using devices such as computers and tablets. This real-time evaluation, often referred to as 'live marking', offers numerous benefits. It allows for immediate feedback, which research suggests can significantly enhance student learning. Furthermore, it ensures accuracy as the teacher can directly observe and assess the student's work process and understanding, rather than relying on end-product evaluations. This method also saves valuable time, as assessments are recorded instantly, eliminating the need for after-class marking. Thus, the use of 'Insight' and live marking together streamline our assessment process, making it more efficient, accurate, and beneficial for both teachers and students.

As part of our ongoing commitment to enhancing our educational practices, we maintain a record of pupils' written work for computing in their individual student books. These books encapsulate the learning journey of each student, providing a valuable resource for review and reflection. However, in line with the digital age, we are also striving to transition towards digital evidence of work. This initiative aims to create a more accessible and organized system of record-keeping, allowing for easier tracking of progress over time. It also aligns with our goal of fostering digital literacy among our students, preparing them for a world where digital skills are increasingly paramount. This is an exciting step forward in our educational approach, and we look forward to the benefits it will bring to our teaching and learning environment.

Special Educational Needs

Pupils with Special Educational Needs benefit from using ICT as it can enhance access to the curriculum, which in turn encourages motivation and development of cross-curricular skills and so raises achievement. Opportunities to utilise Computing for children with SEND are thus maximised.

Support staff use ICT in small groups and one to one sessions implementing speech and language and reading programs, using identified software.

Equal Opportunities

All pupils regardless of age, race, gender, religion or ability should have the opportunity to develop Computing capability. We ensure that all pupils:

- Have equal access to ICT resources.
- Have equal opportunities to develop Computing capability.
- Use software that is appropriate to their ability.

Respecting Rights

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

