

GREAT CHART PRIMARY SCHOOL

COMPUTING

Academic Year 2026-27



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Policy information

Item	Detail
Policy owner	Computing Subject Leader
Approval	Headteacher and Governing Body
Approved / effective from	September 2026
Next review	September 2027, or sooner if guidance or technology changes
Applies to	All pupils, staff, governors, volunteers and visitors using school technology
Read alongside	Online Safety Policy; Acceptable Use Agreements; Safeguarding and Child Protection Policy; SEND Policy; Equality Policy; Data Protection Policy; Staff Code of Conduct

Inclusive commitment

Every pupil is entitled to participate, create, communicate and demonstrate their computing knowledge. Technology will be used to remove barriers, not create new ones, and reasonable adjustments will be planned without lowering the intended learning outcome.

1. Purpose and intent

Computing prepares pupils to understand and shape the digital world. It develops computational thinking, creativity, safe and responsible participation, and the ability to select and use technology purposefully. The curriculum is organised through the three interconnected strands of computer science, information technology and digital literacy.

At Great Chart Primary School, pupils learn how digital systems work, how to design and debug programs, how to create and communicate using a range of media, and how to make informed choices when using technology. Teaching is ambitious for all learners and supports pupils to become confident, critical, independent and collaborative users of technology.

2. Aims

- Provide a broad, coherent and progressive computing curriculum from EYFS to Year 6.
- Develop secure knowledge of algorithms, programming, data, networks, digital systems and the internet.
- Enable pupils to create, organise, analyse, evaluate and present digital content using appropriate tools.
- Build digital literacy, media literacy and the confidence to evaluate online information, including AI-generated content.
- Teach pupils to use technology safely, respectfully, responsibly and ethically, and to know how and where to report concerns.
- Remove barriers through inclusive design, assistive technology, adaptive teaching and equitable access to devices.
- Encourage creativity, pupil voice, collaboration and authentic outcomes across the wider curriculum.
- Prepare pupils for changing technologies while keeping human judgement, originality and wellbeing at the centre of learning.

3. Inclusive computing and accessibility

Inclusion is a whole-school responsibility. Teachers will anticipate barriers and plan accessible routes into learning for pupils with SEND, visual or hearing impairments, physical or motor difficulties, speech and language needs, dyslexia or other literacy needs, sensory differences, English as an additional language, limited access to technology at home, or lower confidence through previous experience. Adjustments will be agreed with the pupil, class teacher, SENCO, family and relevant specialists where appropriate.

3.1 How we show inclusivity

- Use clear modelling, chunked instructions, visual prompts, worked examples, pre-taught vocabulary and sufficient processing time.
- Make accessibility tools available routinely so that pupils can use them with dignity and without stigma.
- Offer more than one way to access information and more than one way to demonstrate learning, while preserving the computing objective.
- Use pair programming and carefully structured collaboration so that every pupil has an active role and develops individual understanding.
- Use examples, images, contexts and digital creators that reflect varied cultures, families, identities, abilities and life experiences; challenge stereotypes about who works in technology.
- Check colour contrast, font size, layout, captions, alternative text and audio quality in teacher-created resources and pupil publications.
- Provide additional curriculum access time in school where home access, connectivity or devices are limited.
- Seek pupil feedback on what helps, review adjustments, and record essential provision in pupil plans where appropriate.

3.2 Assistive and adaptive technology

Provision may include, according to assessed need:

- high-contrast or large-print keyboards, colour-coded keyboards or overlays, tactile key markers and keyboard stickers for pupils with visual, literacy or motor-access needs;
- alternative mice, trackballs, touchscreens, styluses, keyguards, switches, adjustable stands and seating or positioning support;
- screen magnification, larger cursors, high-contrast or colour-correction settings, dark mode and the ChromeVox screen reader;
- Select-to-speak, text-to-speech, captions, headphones and audio instructions;
- on-screen keyboards, sticky keys, voice control, Google Docs voice typing and Chromebook dictation;
- speech-to-text for planning or dictating stories, explanations and reflections, followed by supported editing so pupils remain authors of their work;
- Book Creator and similar approved tools that allow pupils to combine text, drawings, images, audio, video and narration; and
- translation, symbol support, reduced-clutter templates or alternative recording formats when these improve access without replacing the intended learning.

Example: dictating a story

If the learning objective is to compose and publish a digital story, a pupil may dictate into Google Docs or Book Creator, listen back using text-to-speech, edit with adult or peer support, and add images or recorded narration. The technology removes a transcription barrier while the pupil retains ownership of the ideas and final choices.

4. Curriculum implementation

Computing is taught as a discrete subject and applied across the curriculum where technology adds genuine value. Planning follows the National Curriculum for Computing and the school's progression documents. Teachers use agreed schemes and resources, including Teach Computing, Kapow and ProjectEVOLVE, adapting them to pupils' starting points and the school's context.

- Lessons revisit prior learning and explicitly teach key vocabulary and concepts.
- Unplugged activities, physical computing, programmable devices, Chromebooks, iPads, cameras and data-logging equipment are selected according to the learning purpose.
- Pupils have regular opportunities to apply skills in English, mathematics, science, humanities, art and design, and other subjects.
- Google Workspace for Education is used across Key Stages 1 and 2 for age-appropriate creation, storage, feedback and collaboration.
- Staff receive subject knowledge, online safety, accessibility and emerging-technology professional development.

5. Curriculum entitlement and progression

5.1 Early Years Foundation Stage

Although technology is not a separate educational programme within the EYFS statutory framework, purposeful experiences help children understand their world and build foundations for computing. Provision may include taking photographs, listening and responding to audio, exploring cause and effect, giving instructions, sequencing everyday tasks, using programmable toys, creating pictures or recordings and talking about safe choices. Screen use is balanced with talk, play, movement, practical exploration and adult interaction.

5.2 Key Stage 1

- Understand algorithms, how they are implemented as programs and that programs follow precise, unambiguous instructions.
- Create and debug simple programs and use logical reasoning to predict their 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, keep personal information private, and know where to seek help and report concerns.

5.3 Key Stage 2

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; decompose problems into smaller parts.
- Use sequence, selection, repetition, variables and different forms of input and output.
- Use logical reasoning to explain algorithms and detect and correct errors in algorithms and programs.
- Understand computer networks, including the internet, the services they provide and how search results are selected and ranked.
- Use search technologies effectively and be discerning when evaluating digital content.
- Select, use and combine software and internet services to create content and systems, and to collect, analyse, evaluate and present data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour and know a range of ways to report concerns.

5.4 Computing golden threads

The following threads run from EYFS to Year 6 and are detailed in the school's separate [Computing Threads document](#): Digital Citizenship; Design and Create; Computational Thinking; Collaboration and Communication. Accessibility, inclusion and critical evaluation are expected within every thread.

6. Digital creativity and approved tools

Pupils should experience technology as a means of expression, invention and communication, not only as a way to complete tasks. Teachers may use current, school-approved tools where they are appropriate to the age group, learning objective, accessibility needs, licensing and data-protection requirements.

- Google Docs, Slides, Drawings, Sheets, Forms, Sites and Classroom for creating, collaborating, collecting and presenting information;
- Book Creator as a complementary creative-publishing platform for multimodal books, comics, portfolios and explanations using text, drawings, images, audio and video;
- coding, animation, physical-computing, data-handling, photography, video and audio tools identified in the curriculum plan; and
- built-in accessibility features before purchasing additional software, alongside specialist tools where assessed needs require them.

The school does not assume that a named product will remain suitable indefinitely. The Computing Subject Leader, Data Protection Officer, Designated Safeguarding Lead and technician will review new or significantly changed products before use, considering educational value, accessibility, age requirements, advertising, account management, privacy, security, data retention, content controls and interoperability.

7. Artificial intelligence and emerging technology

AI literacy is part of preparing pupils for a changing world. Age-appropriate teaching will help pupils understand that generative AI can produce convincing but inaccurate, biased, unsafe or copied material; that outputs must be checked; and that people remain responsible for decisions, authorship and respectful use.

Google NotebookLM (currently presented by Google as Gemini Notebook) or another generative AI tool may be used only when it is enabled and approved by the school, suitable for the pupil's age and account, covered by filtering and monitoring, and supported by a clear learning purpose. Its strongest classroom use is source-grounded exploration of a small collection of teacher-selected materials. It must not replace direct teaching, reading, discussion, creativity or teacher assessment.

- Pupils use generative AI only with appropriate safeguards and close adult supervision.
- Staff and pupils comply with the provider's current age restrictions, terms of service and school account settings.
- No personal, safeguarding, special-category, confidential or identifiable pupil information is entered into a generative AI tool unless the school has explicitly approved that processing following data-protection review.
- Sources and AI assistance are acknowledged where appropriate; pupils are taught to verify claims, compare sources and identify uncertainty.
- AI-generated output is never accepted automatically as evidence of a pupil's independent attainment.
- Staff retain professional responsibility for accuracy, bias, copyright, safeguarding, accessibility and the final material shared with pupils.

8. Online safety and digital citizenship

Online safety is taught explicitly, revisited whenever technology is used and reinforced through the PSHE curriculum, assemblies and school culture. Teaching is age-appropriate and responsive to emerging risks. It includes privacy, passwords, consent, respectful communication, digital footprints, misinformation, scams, copyright, healthy technology use, reporting routes, online relationships, harmful content and contact, and risks associated with AI.

- Pupils are taught to stop, close or move away, save evidence where appropriate, and report anything that worries or upsets them to a trusted adult.
- Filtering and monitoring systems operate in line with current statutory guidance and DfE standards; their effectiveness and the school's online-safety approach are reviewed at least annually and when risks change.
- The Designated Safeguarding Leads retain lead responsibility for safeguarding, including online safety, with clear reporting and escalation procedures.
- Digital Ambassadors support pupil voice, assemblies, campaigns and newsletters. They complement, but do not replace, staff responsibility for teaching and safeguarding.
- ProjectEVOLVE, Kapow and other quality-assured resources support a planned and progressive curriculum.

9. Assessment, evidence and impact

Assessment is ongoing and focuses on what pupils know, understand and can do. Teachers use questioning, observation, discussion, saved work, code, pupil explanations and self-assessment. Evidence is proportionate and may be stored in the agreed online subject record. End-of-year judgements are recorded in Arbor and analysed by the Computing Subject Leader to identify strengths, gaps and groups requiring further support.

Assistive technology and alternative recording methods are not, by themselves, evidence of lower attainment. Assessment should separate the computing knowledge or skill being assessed from unrelated barriers such as handwriting, spelling, vision, speech or fine-motor control. Where independence is part of the objective, the level and type of support are recorded.

The intended impact is that pupils:

- remember and apply progressively more complex computing knowledge and vocabulary;
- use a growing range of hardware and software confidently and purposefully;
- create original digital outcomes and explain the choices they have made;
- work independently and collaboratively, debug problems and persevere;
- make safe, respectful and critical choices online and know how to report concerns; and
- can access the curriculum and demonstrate success regardless of disability, need, background or home access.

10. Roles and responsibilities

Governing Body and Headteacher: Approve the policy; ensure statutory duties, safeguarding, equality, resourcing and staff development are addressed; hold leaders to account for impact.

Computing Subject Leader: Lead curriculum design and progression; monitor teaching, inclusion, assessment and pupil voice; support staff; maintain the action plan; review resources and emerging technologies with relevant leaders.

Designated Safeguarding Lead: Lead online-safety safeguarding arrangements, reporting, annual review and risk assessment; work with technical staff on filtering and monitoring.

SENCO: Advise on reasonable adjustments and assistive technology; coordinate specialist advice; support review of provision and pupil plans.

Data Protection Officer / IT lead: Advise on privacy, procurement, contracts, security, account settings, data retention and safe adoption of new tools, including AI.

Teachers and support staff: Plan inclusive lessons, teach online safety, model responsible use, make agreed adjustments, assess accurately, supervise pupils and report concerns promptly.

Pupils: Follow acceptable-use expectations, care for equipment, act respectfully, protect information, use tools honestly and report concerns or damage.

11. Resources and equitable access

- Pupils have planned access to Chromebooks, iPads and other curriculum equipment. Allocation is reviewed through the asset register, subject action plan and school development priorities.
- The Computing Subject Leader and technician monitor availability, condition, accessibility, licensing and replacement needs.
- No pupil is disadvantaged because they do not have a suitable device, software or internet connection at home. Essential work can be completed in school and reasonable additional access will be provided.
- Assistive equipment is stored, charged and available when needed. Staff know how to request, set up and support it.
- New purchasing decisions consider accessibility from the outset and avoid solutions that exclude pupils or create unnecessary dependence.

12. Acceptable use, security and data protection

The school's computer system includes all school-owned or managed devices, networks, accounts, cloud services, peripherals and equipment, whether used on site or off site. Professional use supports pupils' education, safeguarding and staff development. All users must follow the relevant Acceptable Use Agreement and security procedures.

- Only authorised hardware, software, browser extensions and online services may be installed or connected.
- School accounts and data are used only for authorised purposes; passwords and authentication details are protected.
- The school may monitor use of its systems and examine or remove files where this is lawful, proportionate and consistent with its published policies.
- Personal data is processed in line with UK GDPR, the Data Protection Act 2018, school privacy notices and retention schedules.
- Safeguarding records are entered and retained in the school's approved secure safeguarding system. They must not be stored in ordinary pupil folders, personal drives, email inboxes or unapproved AI and cloud services.
- Suspected data breaches, cyber incidents, harmful content or safeguarding concerns are reported immediately through the school's agreed procedures.

13. Monitoring and review

The Computing Subject Leader monitors curriculum coverage, progression, work, assessment, pupil voice, accessibility and the participation and outcomes of different groups. Findings inform the Computing action plan and school development planning. The Headteacher and Governing Body review this policy annually. It will be reviewed earlier if legislation, statutory guidance, safeguarding risks, school systems or significant technologies change.

Appendix A: Inclusive practice in action

The examples below are starting points, not a checklist of diagnoses. Staff should identify the barrier, consult the pupil and use the least intrusive support that enables meaningful participation and increasing independence.

Barrier	Inclusive response	Examples
Visual access	Improve visibility and provide non-visual access.	Large-print/high-contrast keyboard; tactile markers; zoom or magnifier; colour correction; larger cursor; ChromeVox; Select-to-speak; clear layout and alt text.
Reading, spelling or transcription	Separate composition and computing understanding from transcription difficulty.	Dictation or voice typing; text-to-speech; word prediction; audio instructions; reduced-clutter template; pupil edits dictated text and retains authorship.
Fine-motor or physical access	Offer alternative input and reduce unnecessary precision demands.	Touchscreen, stylus, alternative mouse, on-screen keyboard, sticky keys, keyguard, switch access, adjusted positioning or additional time.
Hearing or auditory processing	Present key information visually and make audio controllable.	Captions, transcripts, visual instructions, volume control, headphones where suitable, repetition and checks for understanding.
Communication or language	Support understanding and allow multimodal expression.	Visual vocabulary, symbols, models, rehearsal, speech-to-text, audio/video response, translation where appropriate, Book Creator multimodal publishing.
Attention, memory or sensory regulation	Reduce load and make routines predictable.	Chunked steps, timers, checklists, uncluttered screens, reduced animation, quiet workspace, keyboard shortcuts, saved templates and planned breaks.
Limited home access	Ensure entitlement does not depend on family resources.	In-school completion time; loan or shared-device arrangements where available; downloadable/offline options; no assumption of paid software or home printing.
Confidence or prior experience	Build agency through safe practice and purposeful roles.	Guided rehearsal, paired work with rotating driver/navigator roles, scaffolded challenges, explicit vocabulary and celebration of debugging and improvement.

Appendix B: Reference points and guidance

[DfE: National curriculum in England - computing programmes of study](#) | [DfE: Keeping children safe in education 2026](#) | [DfE: Filtering and monitoring core standard](#) | [DfE: Digital accessibility standard](#) | [DfE: Generative artificial intelligence in education](#) | [DfE: Generative AI and data protection in schools](#) | [Google: Chromebook accessibility features](#) | [Google: Notebook for Workspace for Education accounts](#) | [Book Creator: Accessibility](#)