The British School Computing Policy
May 2026
Laura Flett – Subject Leader

Introduction:
At The British School we ensure the requirements for the National Curriculum 2014 for Computing are met. In order to do so, we use the **Kapow** scheme of learning.

INTENT:

Purpose:
At The British School we understand the immense value technology plays, not only in supporting computing and the whole curriculum, but overall in day-to-day life of our school. We want children to become independent users of technology and use this to support their learning across the entire curriculum. We want children to become digitally literate, competent users of technology and develop creativity, resilience, problem solving and critical thinking skills.

With technology playing such a significant role in society today, we believe 'computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. By the time they leave The British School, children will have gained key knowledge and skills in the three main areas of the computing curriculum; computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully).

Aims:
The following aims are intended for all the children in the school, but adapted according to age and additional needs.
The school aims to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives
- Meet the requirements of the national curriculum programmes of study for Computing for EYFS, Key Stage 1 and 2.
- To respond to new developments in technology.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly.

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

- Are responsible, competent, confident and creative users of information and communication technology.

Equality, diversity and inclusion in computing

At The British School, we create an inclusive culture of achievement, high standards and high expectations. Children of all ethnic and cultural groups, race, genders, sexual orientation and abilities, have equal access to the computing curriculum, and we have high expectations of all pupils. We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources.

We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the computing curriculum. In lessons, pupils are taught through whole-class interactive teaching, where the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In computing lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher and TA;
- High-quality modelling;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of adapted resources and/or equipment;
- The provision of resources and/or equipment;
- The provision of coloured paper and overlays (dyslexia).

The role of the computing subject leaders:

- To advise the Head Teacher and Governing Body (link-governor) on the provision and development of computing across the school.
- To ensure that the requirements of the National Curriculum for computing are covered.
- To ensure that the chosen scheme of work (**Kapow**) is used consistently and to a high standard, across the school.
- To plan, write and review policy documents.
- To be responsible for the implementation of the policy document.
- To carry out a range of monitoring activities across the school.
- To collate the results of all monitoring activities to inform subsequent action planning.
- To ensure that rigorous assessment is in place; teachers and the subject leader are therefore aware of which children are making good progress and working below, at or above age-related expectations.
- To monitor equipment and resources, ensuring that there is adequate provision.

- To ensure staff receive appropriate training/CPD opportunities.
- To manage the budget allocated for this subject.

IMPLEMENTATION:

Teaching and learning:

The computing curriculum is delivered by the class teacher, using **Kapow** - a scheme of learning chosen by the subject leader to effectively meet the needs of our school.

The units of work within the Kapow scheme of learning have been arranged by the subject leader into a long term plan, which supports the wider curriculum of our school and also ensures that excessive strain is not placed on resources.

Using the Kapow scheme of learning ensures that all pupils are taught age appropriate curriculum content and that all fundamental skills and knowledge are covered. It ensures that learning is sequential, adapted to meet the needs of individuals and groups, and that high-quality resources are used. Assessment opportunities are integrated into each unit of work, ensuring that each class teacher is aware of which children below, at and above age-related expectations.

Pupils' work is recorded in computing folders in the form of worksheets, printed copies of their work or photographs of their activities.

Early Years Foundation Stage

The Kapow scheme of learning for EYFS scaffolds pupils to develop their knowledge, understanding and skills in computing, through direct teaching and play-based activities. This falls under "Understanding the World", which is one of the specific areas of the EYFS Framework. The scheme of learning is used as a guide, rather than rigidly followed, as we also use the children's own interests to direct their learning.

The children will:

- Learn about the main parts of a computer and how to use the keyboard and mouse.
- Learn to receive and give instructions and understand the importance of precise instructions.
- Explore with different computer hardware and learn to operate a camera.
- Learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware.

Key Stage 1

Kapow provides children in KS1 with the opportunity to build on their earlier experiences of computing, and to develop their skills, knowledge and creativity. They will:

- Learn how to login and navigate around a computer, developing mouse skills, learn how to drag, drop, click and control a cursor to create works of art.
- Explore exactly what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention.
- Develop an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introducing loops.

- Develop early programming skills using either the Bee:Bot or virtual Bee:Bot.
- Explore what 'blocks' do, using the app 'ScratchJr,' by carrying out an informative cycle of predict > test > review, programme a familiar story and an animation of an animal, make their own musical instrument by creating buttons and recording sounds and follow an algorithm to record a joke.
- Use creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.
- Storyboard and create simple animations using either tablet devices or devices with cameras.
- Learn about The International Space Station (ISS); a fascinating real-world setting for teaching how data is collected, used and displayed as well as the scientific learning of the conditions needed for plants and animals, including humans, to survive.
- Learn about online safety; what happens to information posted online, how to keep things private online, who we should ask before sharing online, and describing different ways to ask for, give, or deny permission online.

Key Stage 2

Kapow provides children in KS2 with the opportunity to further develop their knowledge, skills and understanding of computing, through the provision of more sophisticated and complex learning and activities.

They will:

- Learn about the concept of networks, learn how devices communicate, identify components, learn how information is shared and explore examples of real-world networks.
- Use keywords and phrases, identify inaccurate information, learn page rank works.
- Develop filming and editing video skills through the storyboarding and creation of book trailers.
- Write, record and edit radio plays set during WWII, look back in time at how computers have evolved and design a computer of the future.
- Build on the use of the 'ScratchJr' application in Key Stage 1, progress to using the more advanced computer-based application called 'Scratch', learn to use repetition or 'loops' and build upon skills to program an animation, a story and a game.
- Develop the four areas of computational thinking.
- Apply programming skills to create sounds and melodies.
- Learn about Artificial Intelligence (AI).
- Research and store data using spreadsheets; design a weather station that gathers and records data; learn how weather forecasts are made and use green screen technology to present a weather forecast.
- Learn about data transfer and binary code, Barcodes, QR codes and RFID.
- Learn about online safety; 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media and how to navigate the internet in an informed, safe and respectful way.

Resourcing

Kapow provides comprehensive equipment lists for all units of work within the scheme of learning.

Some resources are stored in each classroom/practical area, such as the class iPad. Additional resources are shared and are available within school, or may be sourced on request.

It is the responsibility of the class teacher to check the Kapow equipment lists at the start of each unit of work and ensure that they have procured everything they will need.

Class teachers will check with the computing subject leader before ordering resources.

Adaptive teaching:

At The British School we recognise the need to adapt teaching and activities, in order to ensure that teaching is inclusive. The Kapow scheme of learning supports teachers in doing so. Work may be adapted to meet the needs of groups and individuals, for example by:

- Adapting the task.
- Adapting the expectations.
- Adapting the teaching methods.
- Adapting the resources; or providing additional resources.
- Adapting the support provided.
- Having high expectations of all pupils.

Health and safety:

Please refer to the school's Health and Safety Policy when working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar.

- Pupils should be taught about hazards and risk control.
- Pupils should be taught to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- A copy of 'Make it Safe' is available for all teachers on the Staff Room notice board.

Other adults working in school:

- We value the role that other adults (such as parents, governors, volunteers) helping in school play, in supporting our computing provision.
- These adults will receive instruction, identifying the purpose of their work with specific groups and individuals.
- There will be emphasis on encouraging pupil independence.
- These adults will be instructed (alongside the children) in the safe and appropriate use of equipment.
- There will be appropriate guidance on safety.

IMPACT:

At The British School children are confident using a wide range of hardware and software and are diligent learners who value online safety and respect when communicating with one another. Children build resilience through their work and are encouraged to learn from their mistakes. We are actively teaching skills for children to become confident in an ever-growing digital world. We expect the children to become lifelong learners equipped to meet developing technology with confidence, enthusiasm and the skills that will prepare them for a future in an ever-changing world. Computing is

monitored through lesson observations, folder checks, pupil voice interviews, staff questionnaires, auditing planning and children's work.

Next review: February 2026