



FACT

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Fairchildes Academy Community Trust (FACT)

Computer Science Policy

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Rationale

A high-quality computing education equips pupils to use computational thinking and creativity. Across FACT Trust, we recognise that all pupils are entitled to reliable hardware, appropriate software and a structured, progressive approach to learning the skills needed to use technology effectively.

Aims and Objectives

The Trust aims to:

- Teach computer science as an academic subject, recognising its importance across many subjects and its key concepts such as computational thinking, programming, algorithms, data, systems and problem solving.
- Recognise computing as something develops logical reasoning, modelling, and problem-solving skills.
- Enable all children to use technology with purpose and enjoyment by providing engaging tasks that encourage independence, collaboration and responsibility for learning.
- Ensure all children develop the skills needed to use IT effectively in school and beyond.
- Provide a digital-literacy rich environment that supports children to become confident and autonomous users of technology.
- Develop e-learning opportunities, including use of the internet and cloud-based tools, allowing learning to take place wherever technology is available.
- Ensure technology is used to improve access to learning for pupils with a wide range of needs, including those with SEND, EAL and those requiring additional challenge.
- Support pupils to understand both the capabilities and limitations of digital technologies and their implications in modern life.
- Encourage pupils to be open-minded and adaptable so they can confidently engage with new and emerging technologies.
- Provide equal opportunities for all pupils regardless of gender, background or religion.
- Offer pupils opportunities to share their skills and support their peers.
- Strengthen cross-curricular links between Computing and other subjects.
- Provide all staff with relevant professional development and training in computing and digital learning.

- To identify and understand the risks and benefits of AI in education and wider life.

Teaching and Learning

Across the Trust, we aim to equip learners with the experiences and skills needed to thrive in an increasingly digital world. Pupils are supported to become confident, independent and adaptable users of technology, applying their knowledge to solve problems across the curriculum.

All children have access to Computing throughout the year, including opportunities to develop problem-solving, reasoning and safe online behaviour.

Online safety is taught explicitly and revisited regularly to ensure all pupils understand how to use technology responsibly.

Artificial Intelligence

Artificial intelligence (AI) is an increasingly important part of digital literacy and computing education. Pupils will receive age-appropriate teaching about how AI works, how it may be used and its potential benefits and risks. Within Key Stage 2, this will include discussion of inaccurate or misleading content, bias, privacy, responsible use and AI-generated media such as deepfakes.

Pupils will be taught to question AI-generated information, check it against reliable sources and understand that AI outputs may be inaccurate or inappropriate. They will also learn not to enter personal, sensitive or identifiable information into AI tools.

Any AI tools used by pupils must be approved by the school, suitable for their age and used for a clear educational purpose under appropriate adult supervision. Before use, staff will consider the tool's privacy arrangements, age restrictions, safeguarding implications and how pupils' data is collected or stored.

Staff may use approved AI tools to support teaching, planning and accessibility where appropriate. AI must not replace teachers' professional judgement, safeguarding responsibilities or knowledge of individual pupils. All use must follow the school's data protection, safeguarding, online safety and acceptable-use procedures.

Assessment

Teachers assess children's progress through verbal responses, questioning and the use of correct vocabulary, alongside examples of work produced such as digital documents, presentations, code and multimedia tasks. Teaching is adapted as needed to reflect ongoing assessment.

Progress and achievements in Computing are reported annually to parents in end of year reports. Each school maintains a consistent approach to tracking attainment across year

groups with teacher assessment including G&T pupils. The Computing Team keeps a representative portfolio of work across the school.

Inclusion

Teachers plan for and respond to pupils' diverse learning needs, including those with SEND, EAL and higher-attaining pupils. Support may include additional visuals, modelling, scaffolded tasks, paired work or adult support. Activities may also be extended to challenge those capable of working at greater depth.

All pupils have access to Computing lessons, and tasks are differentiated to ensure full participation and appropriate challenge. Resources must be suitable and respectful for all cultural, national and religious backgrounds.

Equipment

Each class has access to laptops and tablets for use in lessons. This enables both creative use of technology across subjects and discrete teaching of computer science. Classrooms are equipped with interactive whiteboards or touch-screen displays to support high-quality teaching. Digital cameras or equivalent devices are available for creative and multimedia work.

Safety

All schools within FACT Trust follow agreed rules for the safe and responsible use of IT and the internet. These rules are displayed clearly in classrooms and shared with pupils. Staff comply with the Trust's Online Safety policies, including expectations for the use of school and personal devices.

Filtering and monitoring systems are in place to safeguard pupils, and all concerns are reported following Trust safeguarding procedures.