

Computing Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

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1. Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At St Lawrence's Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning of information technology, digital literacy and computer science to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

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.
 - Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
 - Are responsible, competent, confident and creative users of information and communication technology.
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2. Aims

At St Lawrence, these skills are embedded within the teaching and learning of the computing curriculum. We aim to provide relevant, challenging and enjoyable learning, which gives all children the confidence and capability to use ICT and computing throughout their young and adult lives. We aim to develop pupil's computational thinking in order for them to respond and become creators of new developments in technology as well as enhancing their learning in other areas of the curriculum. We try to provide access to rich and varied source of information and content and promote the 'have a go' approach to help children understand, access and use computing more readily according to their own individuality. We aim to do this whilst ensuring the safe and responsible use of ICT and Computing.

3. Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play. Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role-play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

By the end of key stage 1 pupils are taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils are taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

4. Resources and Access

St Lawrence school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. Resources if not classroom based are located in the computing suite. Computing networking, infrastructure and equipment has been sited so that:

- 90 Chromebooks are stored in padlocked trolleys secured overnight in a locked room.
- EYFS and KS1 children have access to the 90 iPads secured overnight in key locked charging units in a locked room.
- All classes have access to an ipad, which is stored overnight in a locked cupboard/room for the use of media and interventions.
- Internet access is available in all classrooms.
- Each class from Reception – Y6 has an allocated slot one session per week for teaching computing as a discrete subject.
- The computing suite and Chromebooks are available for use throughout the school day as part of computing lessons and for cross-curricular use.
- Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has a computing technician.
- Pupils are provided with 1 hour per week to develop skills and knowledge in computing suit.

5. Planning

Lessons are planned using the National Curriculum document and the use of Purple Mash computing scheme. Some children will have particular teaching and learning requirements, which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them

to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils.

6. Assessment

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. Assessing computing is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' ability and provide a best fit 'level'. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. The children's work is saved on the school network and the school's Purple Mash account. Other work may be printed and filed within the subject from which the task was set.

7. Inclusion

We aim to ensure that all pupils progress and achieve highly in relation to prior attainment. We will identify which pupils or groups of pupils are under-achieving and take ensure steps are taken in response to individual needs to improve their attainment. All pupils have equal access to the computing curriculum regardless of their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with SEND, Gifted and Talented and English as an additional language, and we take all reasonable steps to achieve this.

8. Monitoring and Evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This is through quality assurance days, lesson observations, pupil discussion, evaluating pupil work and scrutiny of data.

9. The role of the Subject Leader

The subject leader is responsible for providing professional leadership and management of IT and computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people. They will support and provide relevant training to staff to ensure confidence in teaching the computing curriculum.

10. Cross Curricular Links

As staff we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding.

11. Linked Policies

In Addition to the computing policy, the following policies are also available:

- Data protection
- ICT and internet acceptable use