Stocks Lane Primary School

Computing Policy

May 2025

To be reviewed – May 2027

Rationale:

Computers are an essential part of children's lives at school and home. At Stocks Lane, the intention of our Computing curriculum is to equip our pupils to use computational thinking and creativity to understand and change the world. 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. Computational thinking is a skill, which all children must be taught so they are ready for the future workplace and to take part in a rapidly changing digital world. As pupils progress they should be able to develop their problem-solving skills, and understand 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, our pupils are equipped to use information technology to create programs, design systems and explore and understand the possibilities of today's computer-based technology.

Aims:

The school's aims are 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 at 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.

Teaching and learning

As a school, we have chosen the NCCE Computing Scheme of Work from Year 1 to Year 6 and Barefoot Computing for Reception class. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and units well suited to the modern world. Furthermore, it gives excellent supporting material for less confident teachers.

Computing is embedded within the rich curriculum at Stocks Lane. Pupils are given opportunities to develop their computer skills using a wide range of IT equipment. Throughout the school, our pupils are taught the skills needed for them to become confident computer users, able to cope with and embrace the future acceleration of technology. Through our Computing curriculum, children will become proficient in the understanding and applying of the core principles and concepts of computer science such as coding and will be able to analyse problems, through repeated practical experience of hands on technology. E-Safety is a high priority at Stocks Lane and our children are taught not only how to use technology to further their learning but how to use it safely.

Early Years Foundation Stage

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.

Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.

Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.

Objectives in Key Stage 1

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 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.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Objectives in Key Stage 2

Design, write and debug 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.

Use logical reasoning to explain how some simple algorithms work 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.

Assessment

Pupil attainment is assessed using NCCE, national curriculum and EYFS statements. This enables staff to accurately identify attainment of pupils.

Teachers keep accurate records of pupil attainment by entering data using our assessment tracking software. Tracking of attainment is used to inform future planning.

Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as Google Classroom.

Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the

progression of skills documents and displays from NCCE, both teachers and pupils can evaluate progress. Features such as hand in and return in Google Classroom are used to further support feedback and assessment.

Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy).

The role of the subject leader

The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.

A range of resources are available which successfully support delivering the Computing curriculum and enable all learners to reach their full potential.

Suggestions for getting the very best out of the resources are made available to teaching and support staff by the computing Leader such as using Barefoot Computing and Teach Computing.

Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.

An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.

The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.

All resources are procured with the underlining considerations of value: the extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.

Inclusion

At Stocks Lane Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and those with additional needs. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

This policy was written by the Computing Co-ordinator following discussions with the teaching at Stocks Lane Primary School.

Policy Updated March 2025

The policy will be reviewed again in March 2027.

Signed: Chair of
Governors:.....Date.....

Headteacher.....Da
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