

Pipworth Community Primary School



Article 13: I have a right to find out and share information with others.
Article 17: I have a right to get information from lots of different sources, as long as it is safe.

Computing Policy

Intent:

At Pipworth Community Primary School, we aim to equip our pupils, in order that they are able to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use different tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use the appropriate resources effectively as powerful tools for teaching & learning.

Implementation:

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- 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.

Impact:

The teaching and learning of computing through school is engaging, high quality education that allows pupils to understand the world around them and encourages them to explore digital technology further as they leave primary school.

A wide range of strategies are used to measure the impact of our Computing curriculum. Our teaching sequence allows children to respond to a question such as 'What makes a good photograph?' and develop skills and knowledge within the unit of

work. Assessment Focus materials and end products are used to assess the child's journey through a unit.

The impact of our curriculum is monitored at the end of each unit. Teachers use assessment to ensure our pupils have gained the intended knowledge and skills, can use these effectively and know more, remember more and are able to do more. For each module, an End of unit test/Rubrik is provided to aid the teacher assessment.

Our pupils develop the knowledge, skills and cultural capital needed to ensure they successfully progress onto the next stage in their education and life and develop into responsible, respectful and resilient citizens.

Our Subject Leader will also monitor the effectiveness of the Computing curriculum through carrying out regular subject evaluations. These evaluations are quality assured by the Senior Leadership.

The effectiveness of Computing is also monitored through pupil voice throughout the course of the year.

By the end of primary education we aim to:

- Enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their activities.
- Develop a whole school approach to computing ensuring continuity and progression in all strands of the computing National Curriculum.
- Use computing as a tool to support teaching and learning across all areas of the curriculum.
- Provide children with opportunities to develop their computing capabilities in a range of areas across the Curriculum.
- Ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- Maximise the use of computing in developing and maintaining links between the school and the local community, including parents and other agencies.

Objectives:

In order to fulfil the above aims it is necessary for us to ensure:

- A continuity of experience throughout the school both within and among year groups.
- Systematic progression through key stages 1 & 2.
- The National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage.
- All children have access to a range of computing resources.
- Computing experiences are focussed to enhance learning.
- Cross curricular links are exploited where appropriate.
- Children's experiences are monitored and evaluated.
- Resources are used to their full extent.
- Resources and equipment are kept up to date as much as possible.
- Staff skills and knowledge are kept up to date.

Children will be able to :

- Understand how to use algorithms to solve problems
- Be able to use a computer programme to write code to perform a task
- Be able to use mathematical and logical concepts to solve problems
- Understand different networks and how they communicate
- Understand how to work safely and responsibly online, how to recognise and report security issues and concerns
- Be able to explain the different hardware in computers and how they work together
- Be able to evaluate real world issues by using personal experiences and real life examples.

Planning:

Computing is planned collaboratively in year groups using the National Curriculum. To support teachers in their planning of Computing, the school has made the decision to follow the 'Teach Computing Curriculum'. This programme provides each year group with a clear structure for planning Computing for each term, suggesting activities that will meet National Curriculum objectives and provide clear progression for each child as they move through the school.

Teaching and Learning:

One unit of computing is taught each half term. The units can be taught in the order that each year group believes best fits their overview and a total of 6 units will be taught over the school year. All three strands of the computing curriculum will be covered by each year group during the course of the year. Within Computing, pupils will develop a deep understanding of key concepts (creative media, data and information and programming) and second order concepts (responsibility, significance, cause and consequence and written expression). The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills and confidence to engage with technology are firmly embed within the long term memory.

SEN

Through the computing curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine's Principles of Instruction

EYFS

Although the 'Technology' strand has been removed from the updated EYFS curriculum, Computing remains a vitally important subject to teach Foundation children in order to ensure that they reach Year 1 with the required key skills and knowledge base. We live in an increasingly technological world and it is a fact that

technology is firmly embedded into the lives of young children. By teaching Computing in EYFS, it is hoped that children can begin to recognise the potential for using technology to be creative as well as developing their problem solving abilities. At the heart of Computing in EYFS is the desire to see children become safe and responsible users of technology, through the teaching of Online Safety.

Three strands of the computing curriculum:

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology.

Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication.

Finally, computer science introduces children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6.

Computing teaching in other curriculum areas:

Computing contributes to the teaching of other areas of the curriculum and, where appropriate, is integrated into the teaching of other subjects. There are many natural links to be found within subjects such as Science, ICT, Geography, Art and Design Technology, and these are used to their full potential.

The role of the Subject Leader:

There is a designated computing Co-ordinator to oversee the planning and delivery of computing within the school.

The coordinator will be responsible for

- Raising standards in computing as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of ICT across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the computing curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role

- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

Marking:

Often evidence will be in the form of computer files. Children will also have a Computing book in which to keep a record of the written work and worksheets which the teacher uses in each lesson. It is not school policy that these books should be marked, but they will be used as part of the assessment process

Attainment and Assessment:

Each child's attainment will be measured against success criteria in skills ladder and the 'Teach Computing' scheme of work. Each unit of work also contains either a summative assessment task or rubric and it will be expected that teachers are using these to help form their assessments. A record of assessment will be kept on OTrack.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We don't allow or enable personal software to be loaded onto school computers.

Effective and efficient deployment of Computing resources:

Computing resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

To enable regular and whole class teaching of computing the school has a number of laptop/Chromebook cabinets stationed throughout both KS1 and KS2, which can be timetabled. Children also have access to Key Stage sets of iPads which are available for staff to book out. Where appropriate, further investment will be made when it is believed that the new resources will enhance the teaching and learning of Computing at Pipworth.

All classrooms have interactive whiteboards available at all times.

Online Safety:

See Online Safety policy.

Social Media:

See Social Media policy.

Monitoring the Policy:

Monitoring the standards of children's work, planning and quality of teaching in Computing is the responsibility of the subject leader. The subject leader will complete a RAG document and this will be reviewed in detail every three years with support from a member of SLT. Ongoing monitoring of the subject will take place and include:

- Regular scrutiny of children's work in the subject
- Regular monitoring of planning
- Regular dip ins to lessons
- Pupil interviews and feedback
- Evaluation of data
- A focus on different groups of learners over time e.g. SEND, EYFS, HAP

Remote Home Learning

In the event of a school closure or 'bubble' having to self-isolate, Computing work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any appropriate Computing work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school. If a child should have to self-isolate for any time, work will be available on Google Classroom that matches the school day as closely as is possible.

This policy represents a statement of a whole-school commitment to the teaching of Computing and will be reviewed annually.

Updated November 2025

Due to be updated November 2026

John Kelly