



Computing Policy 2025

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Abbreviations within the document:

ICT	Information Communication Technology
PE	Physical Education
INSET	Inservice Training Day
CD	Compact Disk
SLT	Senior Leadership Team
SENCO	Special Educational Needs Co-ordinator

Introduction

Computing (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information, but also to model, measure and control external events, to solve problems and to support learning in a variety of contexts, not least through the use of the Internet, across the whole curriculum. The term Computing is understood to incorporate Computer Science, Digital Literacy and Information Technology.

Intent

Our intent in computing is that all pupils will enjoy using technology, choose and use appropriate applications safely and with confidence and a sense of achievement, develop practical skills in the use of ICT, be able to apply these skills to the solving of relevant and worthwhile problems, understand the capabilities and limitations of technology and the implications and consequences of its use. Through deep cross curricular links, we intend to deliver an exciting and rigorous curriculum that address the challenges and opportunities offered by the technologically rich world in which we live – creating responsible digital citizens who understand how to keep themselves safe online.

Our pupils will learn the vocabulary, ideas and principles of computer science that underpin how digital technology works, alongside the practical experience of programming. Preparing children for future study, the workplace and the digital world, our curriculum builds computational thinking by developing real world problem solvers who can confidently use and apply information technology – including through creative and collaborative projects. We want to ensure our children are familiar with new technology, and use it across the curriculum to support their learning. Our facilities include interactive whiteboards, laptops and iPads.

We equip children with the knowledge and resilience to use digital technologies responsibly and safely in response to current events and changing trends in our children's online activities, so that our pupils are better prepared for today's world and the future.

Principles for the use of Computing

Computing is important because its use is widespread in the modern technological world and is evidentially continuing to grow.

Computing skills are recognised as cross-curricular within the National Curriculum and their use is called for or assumed in all subjects, including PE to support and enrich pupils' learning. It is also a knowledge and skill area in its own right. As in other areas of the curriculum we incorporate the requirements and recommendations of the National Curriculum into our planning and assessment at class, year and school level.

Every pupil will have appropriate experience in all three strands identified in the National Curriculum: Computer science, Digital Literacy and Information Technology.

Strategies for the Computing Curriculum

In order to ensure that valuable areas of experience are covered, technology use is integrated into the curricula followed throughout the school, including Early Years. Pupils will have experiences of a variety of software that allows teachers to provide for progression of skills, concepts and applications. The software to be used throughout the school is shown in the computing scheme of work (Appendix 1) and throughout other areas of the curriculum. All classes will have equal access to the technology for all areas of learning.

Pupils will have the opportunity to work individually, in pairs and in small groups, and will experience the frequent use of technology in their own classrooms. Pupils will become increasingly independent in their use of technology and the choice of software required for any given curriculum activity. This aim should be kept in mind from the earliest contacts pupils have with computers, by informing them clearly why they are using a computer for a particular activity.

Excellence in computing is celebrated on the school website and in displays around the school. It is also celebrated on each classes twitter page and through examples of text, pictures, graphs and charts produced by pupils using computers.

Equality of Opportunity

All pupils should develop positive attitudes towards computing, they should develop an understanding of the potential of computing and show confidence and enjoyment in its use.

Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence.

Pupils who experience difficulty with mastering the technology or just work more slowly should be allowed extra time or opportunities to work with technology.

Specialised access software and hardware will be available for pupils with special educational needs. All reviews of provision for pupils with special needs should include consideration of a child's access to a computer.

Consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

Strategies for Ensuring Progress and Continuity

Planning for the use of computing is a process in which all teachers are involved, wherein computing activities which take into account the Breadth of Study and Knowledge, Skills and Understanding. Pupils should acquire skills for the software they should become familiar with are integrated into the whole curriculum. Subject coordinators, supported by the Computing Coordinator where appropriate, are responsible for identifying needs and opportunities for the use of Computing within their subject area.

The Role of the Computing Coordinator

The Computing coordinator is responsible for reviewing and updating the School's policies relating to Computing, monitoring standards of achievement and progression, induction of new staff, the coordination of assessment. They should be involved in the direction and supervision of the work of the ICT Technician, much of which will involve maintenance of the school network, the management of the school's hardware and software and the coordination of repairs. The Computing Coordinator will also offer advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate, liaise with other curriculum coordinators to ensure effective use of computing

in their areas and keep abreast of new software, particularly that which could be appropriate for our research project work or pupils with Special Needs.

The Role of Others in the School

The classroom teacher is responsible for the delivery of the policy and the planning and delivery of the Computing lessons. They are also responsible for the care and security of the software and hardware in their classroom and other shared areas such as the tablets and Laptops, including the Laptop Trolley. The school is corporately responsible for ensuring that copyright regulations are not infringed.

Recording and Assessment

Pupil's work in Computing is recorded on Purple Mash and is marked and assessed online. Pupil's work is then assessed and recorded in line with the school policy on assessment. Teacher assessments are made at the end of each unit, and are recorded termly using the Impact Indicator document that is then passed onto the subject leader where it is analysed and reviewed.

Resources

The School Business Manager and MINT is responsible for the care and security of central Computing resources including master copies of all software in use on the school's computers, master copies of documentation, kits of hardware and associated software for control and measurement activities. This will be kept in the School Office.

Responsibility for other technologies, such as equipment such as video and sound recorders, microphones, piano keyboards, televisions and video recorders (with the exception of any permanently attached to the Interactive Whiteboard), electronic toys etc. lie with the purchasing coordinator. The Computing Coordinator will offer advice and INSET on new equipment and technologies and support their introduction into classrooms use.

Laptops

Wireless laptops bought to support the curriculum are for the use of pupils. Staff have been allocated a school laptop for work use at home. These computers will be maintained by the school but staff should take reasonable care in their handling. School laptops used at home should not be used for any activity in contravention of the school's acceptable internet use policy, such as illegal file sharing.

The school will pay for and install anti-virus software but any Internet connections for use at home are the responsibility of the staff member. Staff should carry out any updates when requested by the school or hand the laptop into the school for updating when requested.

Staff are encouraged to take their assigned portable computers home in order to prepare resources and develop personal competence and confidence in the use of technology. The school's insurance policy will cover any equipment while it is at the teacher's home or in the teacher's car, unless the car is unattended.

Access and Privacy

(see also Acceptable Internet Use Policy)

The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on our servers. Users wishing to download and copy large files to a CD should discuss it with the Computing Coordinator/SLT.

No user should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the Computing Coordinator or Headteacher should first be sought, the licence checked and the relevant media handed to the Computing Coordinator/School Business Manager to arrange for installation.

All users of the network must be aware that their user areas and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed.

All use of the school's Computing resources should be in line with this policy and the rules laid out in the school's Acceptable Internet Use Policy.

Health and Safety

Computing equipment should be treated with the same care as any other electrical equipment.

Pupils should be encouraged from the earliest age to consider and adjust their posture when using the keyboard in order to avoid strain to the arms and back.

Staff should consult the SENCO with regard to any implications of the use of ICT for known medical conditions e.g. epilepsy, visual impairment.

Staff using interactive whiteboards should be made aware of the safety guidelines and follow the safety guidelines when using them.

Appendices

Appendix 1	Curriculum Overview
Appendix 2	Acceptable Internet Use Policy
Appendix 4	School Rules
Appendix 5	Acceptable Social Media Policy for parents