

**Wibsey Primary School**

**Computing Policy**

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| Agreed by Governors  Date: | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning | x |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved |  |  |
| Review | September 2025 |  |

**Introduction**

This policy sets out our school’s vision, aims, principles and strategies for the delivery of Computing and the use of technology to support the curriculum.

This policy has been informed by a variety of sources including the [National Curriculum for Computing (England)](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study), the [Computing at Schools Guide for Primary Teachers](https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study) and archived BECTA materials.

These have been further developed by our cumulative curriculum offer.

**Intent**

The National Curriculum (2013) Purpose of Study states that:

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught 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, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.”

Whilst the Computing Curriculum has an increased focus on Computer Science including developing pupils’ programming skills and their understanding of what happens ‘behind the scenes’, it is important that they also continue to develop their Digital Literacy and e-safety capability and our school curriculum is designed to reflect this.

**Aims:**

**The School’s Computing Curriculum**

As a school, we embrace the national vision for Computing and appreciate that, to achieve this, pupils must have access to a curriculum which is ‘balanced and broadly based’.

Our aim is to produce learners who are confident, discerning and effective users of technology and who also have a good understanding of computers and how computer systems work, and how they are designed and programmed+.

We strive to achieve these aims by:

• supporting all children in using technology with purpose and enjoyment;

• meeting, and building on the minimum requirement set out in the National Curriculum and helping all children to achieve the highest possible standards of achievement through our unique cumulative curriculum;

• helping all children to develop the underlying skills and capability which is essential to developing Computing capability, such as problem solving, perseverance, learning from mistakes, and apply them elsewhere;

• focussing on all children to develop the necessary skills to exploit the potential of technology and to become autonomous and discerning users;

• teaching all children to evaluate the benefits and risks of technology, its impact on society and how to manage their use of it safely and respectfully;

• using technology to develop partnerships beyond the school;

• celebrating success in the use of technology.

At Wibsey Primary School, teachers progressively develop pupils’ Computing skills and capability through discrete learning opportunities, and also exploit this capability as a tool to meaningfully support objectives in other curriculum areas. These links include, but are not limited to, the use of a range digital devices in a wide range of contexts. Both plugged and unplugged learning opportunities are planned to support pupils’ understanding of the underlying concepts in Computing. These opportunities may well be presented within other subject areas (e.g. sequencing instructions in English, problems solving in Maths or isolating variables in Science).

In this way Computing and the use of technology become integrated into the curriculum and are used as a truly beneficial tool for learning.

In the EYFS, opportunities for the use of technology are an integral part of Early Years’ Curriculum and the school ensures that children have access to both continuous and enhanced provision. Links are made between the EYFS Early Learning Goals and the Y1 curriculum to ensure a smooth transition takes place.

Wibsey Primary School’s cumulative curriculum intent breaks the curriculum down into the key aspects of computing, provides consistency within year groups, and ensures progression across year groups. Using these materials, the school has developed its own flexible scheme of work for Computing which is adapted regularly to allow pupils’ capability to be used effectively in other curriculum areas.

At Key Stages 1 and 2 the school’s cumulative computing curriculum is organised into the following aspects:

• Computer science

• IT

• Digital Literacy

• E-safety

These themes are mapped in a long term plan for the whole school, with elements of each theme taught in most terms.

**Safeguarding Children: Online Safety**

At Wibsey Primary School we believe that the use of technology in schools brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively. The use of these exciting and innovative technology tools in school and at home has been shown to raise educational standards and promote pupil achievement. Yet at the same time we recognise that the use of these technologies can put young people at risk within and outside the school.

The school has developed a separate policy which details our approach to online safety and safeguarding children and staff when using technology both within and beyond the school. This policy has been developed according to local authority guidance, including reference to the online safety elements of the National Curriculum for Computing and the statutory Relationships and Health Education curriculum linked directly to the Wibsey Skills For Life curriculum. It takes into account the government’s ‘[Teaching online safety in schools](https://www.gov.uk/government/publications/teaching-online-safety-in-schools)’ guidance and ‘[Education for a Connected World](https://www.gov.uk/government/publications/education-for-a-connected-world)’ from the UK Council for Internet Safety.

**Implementation:**

**Teaching and Learning Approaches**

Teachers employ a range of strategies, using their professional judgement to decide on the most appropriate teaching and learning approach for the class, groups of pupils or individual pupils.

Approaches and strategies used include:

• an ‘unplugged’ approach in order to develop their understanding of some of the underlying concepts of Computer Science;

• ‘plugged’ activities which allow pupils to practise and demonstrate their levels of understanding;

• using presentation technology to demonstrate something to a group of pupils or the whole class;

• leading a group or class discussion about the benefits and risks of technology;

• individual or paired work;

• collaborative group work;

• pupil led demonstrations and peer mentoring;

• differentiated activities to allow different levels of achievement by pupils and to incorporate extension work;

• teacher intervention where appropriate to support a pupil, reinforce an idea, teach a new point or

challenge pupils’ thinking.

**Monitoring and Evaluation**

The Computing Subject Leader regularly and systematically evaluates and monitors the Computing curriculum, across the school. This is to monitor the quality of education being provided to all pupils, including:

• checking that the school’s curriculum ‘Implementation’ matches its ‘Intent’;

• evaluating the success of curriculum planning and delivery;

• measuring and understanding impact to evidence progression and attainment across school;

• having an overview of resource and staff training needs.

As a result of monitoring, appropriate CPD opportunities are provided for staff on an individual, group and whole school basis in line with the school’s Staff Development Policy.

**Assessment, recording and reporting**

Identified end points for each year group within the cumulative curriculum for computing identify the expectations at the end of each year group.

We ensure that:

* all end points are followed and met from the cumulative curriculum to ensure progression across the year groups;
* assessment for learning approaches are applied to formative assessment in order to inform future planning;
* pupils’ achievement and attainment is assessed and recorded on at least a half termly basis;
* pupils’ achievement and attainment is measured against the relevant National Curriculum requirements at the end of each Key Stage and reported according to government guidelines (including statutory requirements for reporting to parents).

**Impact**

The impact of our computing curriculum can not only be seen in displays around school and on the children’s individual computer accounts, but also can be measured by speaking to the children themselves. The teaching of the computing curriculum enables our children to use a computer with confidence.

Impact is measured via a variety of methods including:

• Observations;

• Collecting and analysing planning;

• Work scrutinies;

• Gathering information from observations of other subjects;

• Pupil interviews / pupils voice;

• Staff interviews / feedback.

**Equal opportunities, access and inclusion**

Each pupil’s access to technology varies greatly dependent on the nature of the activity they are involved in (e.g. some activities benefit from prolonged access to a computer whilst other are best served with brief access to a digital device for a focussed purpose). In addition, pupils have one hour of discrete teaching allocated to Computing each week using a mixture of unplugged activities and the following technology:

* ICT Suite
* Laptops
* iPads
* Chromebooks
* Programming equipment

Opportunities to develop and extend computing capability are provided in other curriculum areas and technology is used to support most other subject areas.

School is committed to inclusion with all pupils having equal opportunity to access learning opportunities in computing and having fair access to computer usage and other ICT resources that provides the opportunity for them to achieve their personal potential. Teachers differentiate work by task, resource or support, in order to ensure the individual learning needs of all pupils, regardless of their starting points, are met.

School is aware that not all pupils have the same access to computers at home and this is considered by staff when planning and delivering the curriculum. When children are working in groups, we endeavour to ensure that their hands-on experience is equitable. Resources, software and documentation are monitored to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

The SENDCo and Computing Subject Leader jointly advise teachers on examples of technology which can be provided to support individual children with particular physical, linguistic and educational needs, including more-able pupils. Where appropriate, an external specialist is used to assess a child's specific needs.

Children with access to technology at home are encouraged to use it for educational benefit and online safety guidance is offered to both pupils and parents. The school has identified those pupils who have limited or no access to appropriate technology outside of school and provide additional opportunities for these pupils to gain access during the school day / after school. Laptops and iPads have been provided for some children through the Government funded programs.

**Extended Opportunities for Learning**

The school uses a variety of online tools and environments to extend learning opportunities beyond the classroom. In addition to facilitating remote learning, our online learning tools allow pupils to access learning materials and tools anytime, anywhere and provide channels of communication to both adults and children alike and break down barriers to learning. Our online learning tools are also used to teach children the skills and capabilities they need to stay safe and well in the digital world.

Other examples of Extended Opportunities for Learning at Wibsey Primary School include:

• Childnet Digital leaders programme

• In school, Esafety with the local police for pupils

**Roles and Responsibilities**

The role and impact of technology stretches beyond the National Curriculum for Computing and it is therefore important to acknowledge the roles and responsibilities held by key people across the school.

**The following responsibilities are carried out by the Governors:**

* Overseeing health and safety policy and practice
* Resources budget management
* Ratifying the school’s Improvement Plan

**The following responsibilities are carried out by the Head Teacher:**

* Ensuring the consistent implementation of the computing policies
* Overseeing health and safety policy and practice
* Resource budget management
* Arranging in-service support
* Implementation of the school’s e-safety policy, AUP policy together with other Child Protection policies

**The following responsibilities are carried out by the Computing Subject Leader:**

• Presenting exemplary practice in the teaching and learning of Computing

* Ensuring continuity and progression between year groups
* Advising colleagues on planning, delivering and assessing Computing

• Monitoring the effective use of technology and giving advice where appropriate

• Ensuring progression across school in Computing skill and knowledge

• Suggested purchasing plans for hardware and software

• Organising Computing resources

• Identifying the support / CPD needed by individual members of staff / groups of staff / the whole

school

• Reviewing and revising the Computing policy and other associated documents

• Creating a school portfolio of evidence

• Co-ordinating and overseeing the support provider’s role in equipment maintenance

**The following responsibilities are carried out by the Class teachers:**

* Responsible for the planning and teaching of computing as set out in this policy
* Using the cumulative curriculum end points to inform teaching and learning as well as assess children’s understanding
* Following the subject’s long term plan and develop termly year group medium term plans
* Embedding the computing knowledge and skills progression document within planning and quality first teaching

**Responsibilities carried out by the ICT Support Technician**

All equipment is supported and maintained through a twice weekly regular visit from a technician who works under the direction of the Computing Subject Leader and Senior Assistant Head Teacher. There is a reporting App that all staff use to report any issues in order that a complete register of all work can be kept

**Safe Disposal of Equipment**

Government regulations state that any old electrical or electronic equipment must be disposed of in an environmentally responsible way. The regulations which govern this are the [Waste Electrical and Electronic Equipment Regulations](https://www.gov.uk/government/publications/weee-regulations-2013-government-guidance-notes) (WEEE) 2006 and 2013. Schools are therefore required to have a compliant process for disposing of waste electronic and electrical equipment (anything that requires batteries or a plug to operate).

The school acts in accordance with advice gained through the LEA ICT Advice regarding safe disposal of equipment. In particular, electrical equipment is safely disposed of (and wiped where necessary) through an Asset Disposal Service [provided by the Local Authority](https://theictservice.org.uk/service/disposal/) and the appropriate certificates are obtained and kept by the school office.

**Health and safety**

Both staff and children are aware of the need for health and safety to be kept in mind when using technology. Signs displaying relevant warnings are displayed around the school and regular attention is drawn to the issue of safe use of equipment. In particular, the following safety issues have been considered when using technology in school:

*Comfort* - users should be comfortably positioned with easy access to all equipment.

*Space* - There should be enough space around a workstation including special educational equipment and peripherals.

*Seating* – this has been chosen so that it is the correct height for knees to fit comfortably under the desk.

*Monitors* - These should be moved to suit the needs of the users.

*Keyboards* - Users should have the option to have their keyboard flat or tilted and move it to a comfortable position.

*Cables* - Are covered and secure. Children are not to connect or unplug electrical equipment.

*Digital Projectors* – Users are aware that they must not look directly into the light beam emitting from the digital projector.

All pupils are taught to handle equipment correctly and to switch computers on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people’s work on the computer. All users are also reminded of the need to take regular breaks when using electrical equipment.

**Other Policies**

Other policies to which the Computing Policy links are:

Computing ICT and Internet AUP September 2021

Inclusion Policy

Safeguarding Statement 2021

SEND Policy 2021

Remote Education Policy

Staff Development Policy

Virtual Reality Policy 2019

Health and Safety Policy 2021