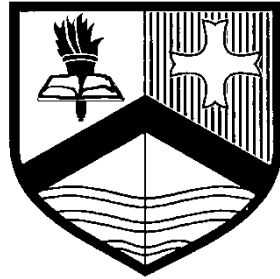


Scraptoft Valley Primary School



Policy for Computing

Mission Statement

Working together to give every child an excellent education in a caring environment

Draft completed: April 2025

Ratified by Governing Body: 12th June 2025

Review: April 2028

Introduction

This policy document reflects the school's values, aims, principles and strategies in relation to the delivery of Computing. Alongside the subject development plan for Computing, it will form the basis for the development of Computing in our school. The policy will include information about our scheme of work for Computing, which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance pupil's work in other curriculum areas.

This document is for staff and is available to parents. A copy is held by the Computing subject leader and another by the head teacher.

What is Computing?

The National Curriculum 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.

Aims

Our school's aims are:

- To meet the requirements of the National Curriculum for Computing, ensuring continuity and progression across all three strands – Digital Literacy, Information Technology and Computer Science.
- To provide pupils with a curriculum that is rich, broad and balanced.
- To produce learners who are confident, independent and effective users of technology and who have a good understanding of computers and how computer systems work, and how they are designed and programmed.
- To develop learners who understand how to use ICT and devices safely and responsibly.
- To use ICT and Computing as a tool to support and enhance teaching and learning across all areas of the curriculum.
- To respond to new developments in technology.

We strive to achieve this aim by:

- Ensuring that the National Curriculum programmes of study are given the appropriate coverage.
- Ensuring that there is systematic progression in the teaching of Computing across the school.
- Providing teaching and learning opportunities that are both knowledge based and skills driven.
- Supporting all children to engage in Computing sessions with purpose and enjoyment.
- Supporting all children to develop the skills and knowledge to become effective users of technology. Enabling them to recognise both the benefits and the risks of technology; and developing the knowledge to be able to use it to its full potential in their future lives.
- Ensuring pupils can use technology safely and respectfully.
- Helping pupils to develop skills and capabilities, linking closely to our school Character Muscles, that they can apply elsewhere in the curriculum and in their lives.
- Promoting cross curricular links where appropriate to enhance pupil's learning.
- Ensuring that pupil's have access to a range of resources and that are kept as up to date as possible.

Curriculum

At Scraftoft Valley Primary School, throughout Key Stages 1 and 2, the planning and delivery of the Computing National Curriculum is supported by the Rising Star's Switched On Computing scheme of work. Through regular reviews we ensure that our Computing scheme of work meets all aspects of the National Curriculum.

Early Years Foundation Stage:

In the Early Years Foundation Stage, opportunities for the use of technology and the teaching of Computing are an integral part of each area of learning and the school ensures that pupils have access to both continuous and enhanced provision.

By the end of Key Stage 1 pupils should be taught to:

- 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.

By the end of Key Stage 2 pupils should be 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
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to 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

Safeguarding Children: Online Safety

At Scraftoft Valley Primary School, online safety has a high profile for all stakeholders. As a school, the use of technology is planned to enrich and extend learning opportunities across the curriculum. We strive to ensure that our children are provided with the skills they need to use technology safely, successfully and effectively both immediately and in their future lives. We acknowledge the responsibility we have to ensure that all pupils are responsible and safe users of the internet and technology both inside, and outside of the school environment. Scraftoft Valley Primary School has an Internet Access policy, and the guidance for responsible internet use are displayed in each classroom. There is a separate policy for online safety and safeguarding and child protection. This policy includes reference to the online safety elements of the National Curriculum for Computing and the statutory Relationships and Health Education curriculum. It takes into account the 'Teaching online safety in schools' government guidance and the UK Council for Internet Safety's 'Education for a Connected World'. Online safety is taught throughout all year groups within the Switched On Computing scheme of work and this is progressive throughout the key stages. Our school has stringent filtering and monitoring systems in place on all devices.

Management Roles

The Role of Senior Management:

The overall responsibility for Computing rests with the senior leadership and management of a school. The Head Teacher, in consultation with staff:

- ensuring the consistent implementation of the Computing policy and identifies a Computing coordinator(s).
- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources and oversees budget management;
- decides ways in which developments can be assessed, and records maintained;
- ensures that Computing is used in a way to achieve the aims and objectives of the school; and

The Role of the Computing Co-ordinator(s):

The designated teacher(s) should:

- ensure the development and implementation of a scheme of work for the Computing curriculum. This will develop the pre-requisites for the use of Computing across the curriculum, ensuring progressing in Computing;
- Update the Computing subject development plan after each term and use this subject development plan as a basis for action planning for improvement of Computing across the school;
- promote the integration of Computing within teaching and learning activities across different subject areas, develop and monitor the contribution of different subjects to its cross-curricular use;
- manage the provision and deployment of resources and monitor the effective use of technology;
- encourage colleagues; advising on planning, deliver and assessment of Computing;
- act as a contact point between the school, technical support and support agencies;
- provide limited technical expertise, drawing on the facilities of other consultancy Support where appropriate; and
- coordinate the evaluation and review of the school's Computing policy.

The Role of Class Teachers:

Even though whole school co-ordination and support is essential to the development of Computing, it remains the responsibility of each teacher to plan appropriate Computing activities, working within the National Curriculum and the scheme of work, ensuring that teaching and learning is suitable for all children in their class. They must also assist the co-ordinator in the monitoring and recording of pupil progress and attainment in Computing.

Responsibilities carried out by Support Technicians:

All equipment is supported and maintained through a twice weekly visits from an MTS technician who works under the direction of the Computing Subject Leader.

Access

The teaching of Computing is dependent upon having in place a secure, reliable and available infrastructure across the school that is fit for purpose in line with the Computing curriculum vision and aims. In choosing software, there has been a strong emphasis on software which can be used across multiple curricular areas. It is essential to ensure that what we have is used effectively. Software can be considered in the following categories:

- a) Pupil laptops/geobooks
- b) Microsoft productivity tools – Office (or simplified Office tools for younger learners), Explorer and accessories;
- c) Specific educational applications – Data logging, control technology, music/audio, simulation, touch typing;
- d) Specific software to support learning needs – EAL interactive dictionary pens;
- e) iPads and iPads minis, software and Apple iPad applications.
- f) Broadband, wireless internet that is secure, content-filtered with specific web filtering.
- g) As a school we also use Purple Mash and Times Tables Rockstars/Numbots to supplement our curriculum.

We aim to make Computing spending as cost-effective as possible. This means carefully researching and sourcing resources and equipment that will ensure a whole school impact for teaching and learning. Best advice from the LA and other professionals (e.g. MTS technicians) is also taken into consideration with all purchasing of Computing software and hardware.

Assessment

Assessment for learning for Computing is completed continuously throughout the planning, teaching and learning cycle and is used to inform future planning. Children's progress and attainment in Computing will be assessed using a variety of methods:

- Monitoring of teaching and learning during classroom observations/drop ins.
- Pupil questionnaires/pupil voice.
- Scrutiny of pupil's work (where possible and appropriate)
- Monitoring of marking and feedback sheets

The overall attainment standard in Computing across the school and the progression from year group to year group monitored, tracked and evaluated by the Computing Coordinator(s) through the use of Target Tracker which is the assessment tool used in the summer term. Teachers signpost clearly the learning objectives and success criteria in every lesson and use assessment for learning tasks and questioning during each lesson. Teachers will complete marking and feedback sheets for each lesson detailing children's understanding, ensuring that appropriate opportunities for consolidation and challenge are provided in future lessons. These will also support teachers with end of year assessments.

Inclusion

It is our policy at Scraftoft Valley Primary School, to ensure that every child, regardless of their ability, age, gender or race, has the opportunity to access the Computing curriculum and to develop their Computing skills and capabilities. Computing is part of our school curriculum and is vital in providing a broad and balanced curriculum for our children.

- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing equal opportunities for our children who do not have access at home, providing the opportunity for them to use the school computers/Internet to develop independent learning skills.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.

SEND and Computing

At Scraftoft Valley Primary School, every child, regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential in all areas of the curriculum. Children with SEND are identified as early as possible and their needs addressed in accordance with the school's SEND Policy and with reference to the SEND Code of Practice. The provision of teaching, learning and resources in Computing should take into account the needs, abilities and interests of individual children. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society. We aim to respond to pupils needs and to overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the Switched on Computing scheme of work for Computing and that differentiation is utilised and support is directed where necessary and appropriate.
- Careful planning is necessary to ensure that all children have sufficient time to develop and implement their knowledge and skills.
- Providing support for those who have additional and/or emerging needs.
- Overcoming barriers to learning through the use of assessment and additional support.
- Supporting communication and/or language difficulties throughout targeted teaching/differentiation and support.

More Able, Gifted and Talented provision

Teachers identify any children who are gifted and/or talented in Computing. It is then the teacher's responsibility to ensure that these children are suitably challenged both in specific Computing lessons and in their use of Computing skills in other curriculum areas.

Monitoring

At Scraftoft Valley Primary School, the Subject Leader for Computing completes evaluation and monitoring of the Computing curriculum, across the school. This is to ensure that all of our children have access to a high quality Computing Curriculum. Monitoring and evaluation focuses include:

- Checking that the 'Implementation' of the Computing curriculum matches the 'Intent'
- Evaluating the success and effectiveness of the use of the Switched On Computing curriculum planning and delivery across the school
- Having an awareness of impact and evaluating pupil progression and attainment
- Having an overview of resources
- Exploring any staff training needs

Monitoring is completed throughout the year in a variety of ways that may include:

- Learning walks/Drop ins/ Lesson observations
- Collecting and analysing planning
- Work scrutinise (where possible and appropriate)
- Pupil interviews
- Staff feedback opportunities
- Working alongside a linked governor
- Monitoring of marking and feedback sheets

As a result of monitoring, appropriate CPD opportunities are provided for staff on an individual, group and whole school basis. A record of these opportunities is kept by the Subject Leader, CPD co-ordinator and individual members of staff.

Welfare, Health and Safety

At Scraftoft Valley Primary School we take every precaution to ensure all our children are safe. We carry out stringent risk assessments. We recognise that health and safety is the responsibility of all members of staff. Please refer to our Health and Safety Policy for further information. Specifically to Computing, at Scraftoft Valley Primary School, all staff and children are aware of the need for health and safety to be kept in mind when using technology. In particular, the following safety issues have been considered when using technology in school:

- Annual Electrical Safety Check.
- Maintenance of Hardware.
- Electrical Supply Systems to include cabling, Networks, Modifying equipment and the use of Fire Extinguishers.

- Cables are all covered and secure. Children are not permitted to connect or unplug electrical equipment.
- Trolleys to include electrical systems, construction, mobility and location all taken into account.
- The Data Protection Act 1984 to include registering the Board of Governors and the Head Teacher and who may access the data, - any Parent & Person with Parental Responsibility or Child.
- CEOP and ThinkUKnow resources and guidelines for internet safety.
- Internet and E-mail – monitoring and filtering systems all in place and signed agreements completed. Netsweeper OnGuard Monitoring – April 2025
- Software copyright with regard to Networks, Single copies and Licences.
- Pupil Supervision – pupils are taught to handle equipment correctly. They are taught to switch on and turn off devices correctly.

Equal Opportunities

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. We will ensure that:

- all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- there is differentiated work to support the learning of children of all abilities
- all children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- there are good adult role models in school.

Equality and Diversity Statement

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity

- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Responsible Internet Use

Please refer to the Responsible Internet Use.

Acceptable Usage Policy

Please refer to our Acceptable Usage Policy

Policy Update

This policy will be reviewed every three years (April 2028) or revised in the light of any new legislation.