

Primary Computing Policy

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Statement of intent

At Firs Primary School, we recognise that a high-quality computing education is essential in preparing pupils to participate confidently, creatively and responsibly in an increasingly digital world.

Our computing curriculum aims to develop pupils' knowledge and understanding of computer science, information technology and digital literacy. Through the Teach Computing Curriculum, pupils progressively develop computational thinking, problem-solving and practical digital skills.

We aim to ensure that all pupils, regardless of their starting points or experiences of technology outside school, have opportunities to develop the knowledge, confidence and independence needed to use technology effectively and safely.

Our curriculum encourages curiosity, creativity, resilience and logical thinking, preparing pupils for the next stage of their education and for life in a digital society.

1. Legal framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'
- EYFS statutory framework
- Keeping Children Safe in Education
- UK GDPR and Data Protection Act 2018

1.1.2. This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- E- Safety Policy

2. Roles and responsibilities

2.1. The headteacher will:

- Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to equipment.
- Hold the STEM team to account for the effective implementation of the Primary Computing Policy.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

2.2. The STEM team will:

- Keep appropriate records of expenditure in order to review them and make suggestions for the future.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate training.

2.3. Teachers will:

- Plan and deliver the requirements of the KS1 and KS2 computing programmes of study to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and technology across the curriculum.
- Maintain up-to-date records of assessment.
- Tailor lesson delivery according to pupils' respective abilities.

3. EYFS

Although computing is not a separate statutory area of learning within the Early Years Foundation Stage, the foundations of computational thinking and digital literacy are developed through a range of learning experiences.

In the Early Years Foundation Stage (EYFS), the foundations of computing are developed through purposeful play, practical exploration and adult-guided activities. Children develop early computational thinking skills, including sequencing, pattern recognition, problem-solving and understanding cause and effect. Opportunities to explore technology are incorporated into continuous provision and planned learning experiences.

4. Curriculum delivery

4.1. Computing is taught through planned, discrete lessons to ensure systematic coverage of the National Curriculum. Opportunities are also provided for pupils to apply and consolidate their computing knowledge and skills through meaningful cross-curricular activities.

4.2. The National Curriculum for Computing is delivered using the **Teach Computing Curriculum**, developed by the National Centre for Computing Education (NCCE). This provides a structured and progressive approach to teaching computer science, information technology and digital literacy. Units are carefully sequenced to build upon pupils' prior knowledge and develop increasingly complex skills and understanding.

4.3. A range of digital devices and resources supports the delivery of the computing curriculum, including laptops, tablets, programmable devices, digital cameras and data loggers. Age-appropriate software and applications are selected to support the knowledge and skills taught within each unit.

4.4. Computing resources, software and equipment are reviewed regularly to ensure they remain suitable, accessible, safe and appropriate for delivering the National Curriculum requirements.

4.5. Online safety is embedded throughout the computing curriculum and reinforced through wider school activities. Appropriate filtering and monitoring

systems are maintained in accordance with the school's safeguarding procedures and statutory guidance, including *Keeping Children Safe in Education.*

4.6. Digital devices and equipment are maintained to ensure they remain safe and functional. Faulty or obsolete equipment is repaired, replaced or securely disposed of where appropriate, in accordance with the school's data protection and information security procedures.

5. Differentiation

5.1. Teaching is adapted to meet the needs of all pupils, including those with special educational needs and disabilities (SEND) and those learning English as an additional language (EAL). Teachers maintain high expectations for all pupils while providing appropriate scaffolding, visual support, modelling, practical resources and additional opportunities for practice.

5.2. Adaptations are designed to enable pupils to access the intended curriculum knowledge and skills. Where appropriate, alternative methods of recording or demonstrating understanding are provided to ensure that barriers to learning do not prevent pupils from achieving success.

6. Assessment

6.1. Assessment in computing follows the principles outlined in the school's Assessment Policy and is used to identify pupils' understanding, progress and next steps in learning.

6.2. Formative assessment takes place throughout computing lessons through questioning, discussion, observation and evaluation of pupils' practical work. Teachers use this information to identify misconceptions, adapt teaching and provide appropriate support and challenge.

6.3. At the end of each unit, teachers review pupils' understanding of the key knowledge and skills taught, drawing upon evidence gathered throughout the unit and any appropriate assessment activities.

6.4. Evidence of pupils' learning may include digital outcomes, programming projects, practical activities, pupil discussions and examples of completed work. Assessment and evidence are recorded in accordance with the school's agreed procedures.

7. Staff training

7.1. The STEM Team will be responsible for the identification and delivery of staff training requirements.

7.2. We have subscribed to National Online Safety and The National College which provides training opportunity for staff in relation to online safety CPD

7.3. Staff have access to appropriate professional development opportunities and online safety training to ensure that their knowledge and understanding remain current. Training is informed by school priorities, curriculum developments and identified staff needs.

7.4. The STEM team remains informed about developments in computing education, curriculum guidance and online safety, sharing relevant updates and resources with staff.