West Park
Church of England
Primary School

Computing Policy (Including E-Safey)

‘Let your light shine’ Matthew 5

Date of approval	July 2025
Date of next review	Summer 2026
Approved by	Full Governing Body

Computing Policy including E-Safety

Introduction:

This policy expresses the school's purpose for the teaching and learning of computing in order to enable our pupils to participate in a rapidly changing technological world.

INTENT

Purpose:

- All teachers and learners are to become confident users of digital technology.
- Our pupils can use computational thinking and creativity to understand and change the world around them.
- Our pupils can make links with mathematics, science and design and technology.
- We can build knowledge about the principles of information and computation, how digital systems work and how to put this knowledge to use though programming.
- Our pupils will become digitally literate – able to use, express themselves and develop ideas through information and communication technology.

Aims:

- Our pupils enjoy computing.
- Computing (and computational thinking) is used to support teaching and learning across the curriculum.
- Computing improves access to those with additional needs, including physical disabilities and those who are more able.

Objectives:

- Teach skills that progress from Early Years Foundation Stage through to Key Stage 2.
- Enable learners to keep themselves safe in an online environment.
- Equip learners with the knowledge and understanding of technology in society.
- Enable learners to develop a positive and constructive attitude toward computing.
- Enable learners to use computational thinking across the curriculum and beyond.
- Provide learners with a range of experiences across a range of software and hardware.

- That the National Curriculum Programmes of Study and their associated strands and attainment targets are given appropriate coverage.
- That our pupils' experiences are monitored and evaluated.

All pupils at West Park CE Primary School have the right to have rich, deep steps of learning that balance the interrelated aspects of computing and technology. With technology such a significant tool in society, both socially and in industry, we believe 'computational thinking' is a skill children must be taught if they are to participate competently and confidently in current and future digital communities. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with mathematics, science, and design technology, and provides insights into both natural and artificial systems.

The core of computing at our school is 'Computer Science'. Pupils interact with and make use of a wide range of technology, including computers, laptops, tablets (e.g. iPads), and interactive whiteboards. This wide range of opportunities allows our children to continually practice and improve the skills they learn. This further ensures that they become digitally literate and can express themselves and develop their ideas through information technology – at a level suitable for their continuing education, the future workplace, and as active participants in a digital world.

E-safety

Electronic safety (e-safety) is an extremely serious aspect of our duty of care at West Park CE Primary School as well as an important life skill for everyone. To this end, we provides guidance for teachers and children about how to use the internet and digital devices safely (through this policy and our 'Acceptable Use Policy'). Every child (in all year groups) participate in learning activities on different aspects of e-safety and children understand how to stay safe when using technology. These are often delivered through PSHE lessons but topics are also integrated with computing teaching where appropriate and effective. It is important that children can make use of their e-safety knowledge at home in addition to their use of the internet and digital devices as part of our whole school curriculum.

IMPLEMENTATION

The computing curriculum uses the objectives of the 'Teach Computing' scheme of learning (developed by the National Centre for Computing Education) to achieve the intentions described above. Whilst the National Curriculum and the Statutory Framework for Early Years are used to clearly set out the expected steps of learning for each child, 'Teach Computing' provides colleagues with useful suggested contexts that will enable knowledge to be delivered in an effective way. The units are carefully ordered to provide good progression within our school and are set out in Appendix 2. Teachers always have the freedom to explore the required steps of learning in a different context that may be more suitable for their

children to ensure that they have the most effective experiences that are enabling for all learners.

The learning of computing skills are embedded across the whole school curriculum but are also taught discretely in separate computing lessons. Every child participates in six projects throughout each school year (one in each half term). Each project sets out the intended steps of learning for the children whilst also enabling a logical progression of skills across the computing curriculum through the school. Previous steps of learning are revisited and built upon to support further learning. This progressive approach provides children at West Park CE Primary School with the necessary foundations to be confident and competent users of hardware and software as they move to Key Stage 3 (secondary school) as well as personally for the rest of their lives.

Computing skills are introduced to children at West Park CE Primary School during Early Years Foundation Stage. Throughout their Reception year, children use digital devices such as tablets and computers for specific purposes and in preparation to access the Key Stage 1 curriculum.

Across Key Stage 1, children are taught the basic principles of how to use and manipulate computers to achieve specific outcomes. Children are given the freedom to be creative and communicate in different ways to present and send information. Basic coding is also introduced with practical devices before developing to the understanding and creation of coded program scripts.

During Key Stage 2, children apply the basic principles introduced in Key Stage 1 to a variety of situations in addition to progressing their skills. Children use their creativity to communicate safely in a range of different ways. Internet research skills are developed and utilised to gather accurate and reliable information whilst considering the reliability of an information source. Communication and coding skills are developed further to enable children to manipulate and interact with physical hardware. Coding and sequencing skills are also utilised to create programs with increasingly complex interactions between inputs, outputs, and other coded scripts.

Planning documents are available from 'Teach Computing' to support teachers with subject knowledge and activity ideas however, a bespoke planning format (see Appendix 3) is used by teachers. Each unit has six potential lesson, with one lesson identified strategically as a 'flexible lesson'. Flexible lessons provide an opportunity for teachers to choose the right next step for their classes; this could be repetition of an earlier step of learning or further deepening another step of learning.

Resources and Access

- The computer suite has 30 computers (generally enough for 1 computer per pupil) and an interactive whiteboard. All classes through Key Stage 1 and 2 are allocated weekly times to access this resource appropriate to their unit of

learning. EYFS are also allocated a weekly slot to use as appropriate to their learning.

- Individual computers or Chromebooks are in the classrooms which can be used as an additional resource.
- All classrooms also have an interactive whiteboard (IWB) providing a full range of media facilities.
- There are 14 iPads available for class teachers to book out. These all have access to wifi and a range of apps and they are used to support learning across the school.
- Other resources (such as beebots, crumbles, and Micro:bits) are based in the computer suite. Our school has access to all the hardware required to deliver our full intended curriculum; these resources are available across the school curriculum and for further enrichment opportunities.
- The school has a technician who works closely with the computing leader in achieving the overall computing aims.
- The school utilises a range of web-based services including Google Classroom and other 'apps' relevant to different units of learning.
- Children also have access to Times Tables Rockstars (TTRS) and Spelling Shed. These enable the children to continue their cross-curricular learning at home.
- The 'Teach Computing' scheme of learning is constantly updated and revised and teachers are directed toward the most up-to-date version of a unit that will reflect changes in technology.

e-Safety:

- A progressive e-Safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about e-Safety are part of PSHE and reinforced whenever technology is used.
- Clear rules, in the form of the school 'Acceptable Use Policy', are reviewed by each class at the beginning of every year.
- The 'Teach Computing' scheme of learning addresses e-Safety as part of its curriculum in addition to being specifically highlighted by the computing leader on school planning documents. This ensures progression and coverage.
- The school provides further opportunities for pupils to consider cyberbullying as part of Respect Week.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- 'Smoothwall' software alerts the Designated Safeguarding Lead team of any concerning searches so that these can be followed up and supported.
- The technician will be responsible for regularly updating anti-virus software.
- Use of any technology will be in line with the school's 'acceptable use policy'. All staff, volunteers, and children must sign to acknowledge that they have read the policy and accept the individual responsibility of following it.
- All pupils and parents will be aware of the school rules for responsible use of technology, computing, and the internet and will understand the consequence of any misuse.
- E-safety is acknowledged as being a child protection issue (see the Child Protection Policy).

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- Class teachers provide adaptations to work by task, resource, or support to ensure the individual needs of more-able and SEN pupils are met.
- The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

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 software is used in strict accordance with the licence agreement.

IMPACT

Computing and digital literacy have a high profile across our whole school curriculum. Children at West Park CE Primary School are diligent learners that: can confidently use a range of hardware and software; value and follow the principles of effective e-safety; use electronic communication with respect for each other and their community. Computing is amongst the most popular subjects of our school curriculum with children. An additional outcome of the effective computing curriculum at West Park CE Primary School is that children are also more confident with independent life skills such as problem solving, clear communication, logical thinking, and self-evaluation.

Assessment:

- Formative assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and used to inform future planning.
- Children are encouraged to reflect on the learning objectives and discuss their success.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Teacher's judgements are supported through an electronic (and/or paperbased) portfolio of evidence (retained work) which provides examples of good work.
- The quality of the children's work and progress is monitored by the computing leader in accordance with the schools monitoring cycle.

Communication between home and school and remote learning

We believe that effective communication between home and school is essential to support children in their learning. As a result, we use Class Dojo and Google

Classroom. Class Dojo functions as our primary resources for home school communication whilst Google Classroom provides children with access to shared programs and documents.

There are four key reasons why we have chosen to introduce this resource at West Park CE Primary School:
1) To allow more direct access to the children's class teacher.
2) To move towards a more environmentally-friendly school with a reduction in paper use e.g. spellings are sent via Class Dojo rather than hard copies printed each week.
3) Photos and examples of the learning and videos from teachers are uploaded.
4) It also has a reward component which is linked to the school's values, which is updated by teachers and can be shared with parents on a daily basis.

More information regarding privacy and data protection can be accessed on the Class Dojo website: https://www.classdojo.com/privacycenter/

Both platforms could be used as a tool for remote learning if needed.

Appendix 1: Subject on a page
Appendix 2: Units per half term
Appendix 3: Year group master example plan