Computing Policy

Curriculum Statement

Intent

As technology rapidly develops in today's world and becomes an essential part of our society, we ensure our children learn how to access the digital world safely to communicate, play and learn. From Reception through to Year 6, we aim to develop skills within the three main areas of computing- Computer Science, Information Technology and Digital literacy to meet the aim of the National Curriculum.

Implementation

We implement the intent through the delivery of a high quality of education which places developing the computing concepts throughout the planning of the whole curriculum. Various quality assurance activities are undertaken to rigorously ensure that the implementation of the computing curriculum has maximum impact.

Impact

We aim to ensure that all of Ouston Primary School pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Teaching, Learning and Planning

At Ouston Primary School, we have chosen to follow the Purple Mash Computing Scheme. This carefully structured programme supports teachers in delivering fun, engaging, and challenging lessons that help raise standards and enable all pupils to achieve their full potential. The scheme not only meets but exceeds the expectations of the national curriculum for Computing. It also provides high-quality supporting materials that build the confidence of all staff, including those less experienced in teaching Computing. To supplement our computer science and STEM teaching, VEX 123, VEX Go and VEX IQ are used along with Crumbles and 3D Digital printers and CAD.

Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), we believe that Computing should be delivered through a broad, play-based experience across a variety of contexts. ICT scenarios and resources are embedded into role play and everyday experiences, giving children the chance to make meaningful connections to the real world. Pupils gain confidence, fine motor control, and language skills through opportunities to explore technology such as interactive whiteboards, computers, tablets, and programmable toys. Recording devices further support the development of communication skills, particularly for pupils with English as an additional language, enabling them to share their ideas and learning.

Key Stage 1

By the end of Key Stage 1, children will have a secure understanding of the fundamental concepts of Computing. They will begin to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Pupils will write, test, and debug simple programs and develop skills to organise, store, manipulate, and retrieve data in a variety of digital formats. They will also learn how to communicate safely and respectfully online, understanding the importance of keeping personal information private, and will be able to identify common uses of information technology beyond school.

Key Stage 2

In Key Stage 2, pupils will build upon these foundations to develop greater independence, creativity, and critical thinking in their use of technology. They will design, write, and evaluate programs to accomplish specific goals, including the control or simulation of physical systems, and will solve increasingly complex problems by decomposing them into smaller, manageable parts. Pupils will confidently use sequence, selection, and repetition in programs, work with variables and various forms of input and output, and generate appropriate inputs and predicted outputs to test their programs. Logical reasoning will underpin their ability to explain how algorithms work, as well as to detect and correct errors in both algorithms and programs. In addition, children will develop a secure understanding of computer networks, including the internet and its role in providing multiple services such as the World Wide Web. They will explore the opportunities networks and online platforms provide for communication, collaboration, and creativity, while being supported to engage with them safely and responsibly.

Resources

Hardware and software resources are reviewed annually. Teachers report any resource shortfalls or maintenance problems to our school's technician team or to the Computing Coordinator.
Our main teaching resource is Purple Mash which is used to cover all areas of the curriculum from year 1 to year 6. In addition to Purple Mash, Michael Nelson supports the school to implement STEM based activities; supplying the resources needed and allowing the school staff to lend his equipment to teacher follow-on lessons.

Assessment

At Ouston Primary School, Computing assessment is in line with our whole school assessment policy.
After each area of learning, the teacher will level the attainment of each child under the following heading: working below expected, expected or working above expected.
Each teacher will complete an assessment sheet. On the assessment sheet, the teacher will report on a few areas: previous learning, current learning and future learning; photograph of children's successes within the lessons; quotes from the children; and the attainment of all children in the class.
Each assessment sheet will be added to a cohort folder that will be handed to their next teacher. This folder will provide the next teacher with information to inform their teaching and implement any support or challenge needed to meet the full potential of each child.

A combination of Formative and Summative assessment is carried out to help inform the teacher. Teachers make judgements based on electronic work samples collected in pupils' Purple Mash portfolios. Children are encouraged to take an active role in assessment through self, peer and group evaluation, using collaborative online tools such as 2Blog in Purple Mash. Formative assessment is an integral part of every computing session, with pupils supported to reflect on their progress and understanding. Exemplary pieces are also shared with parents via Classdojo strengthening home-school links and enabling parents to engage with their child's progress.

Equal Opportunities

All staff within Ouston Primary School and supply staff, must be aware of, and guard against any bias based on gender, racial or any other stereotypes. All pupils should have equal access to Computing.

Our computing curriculum has been planned using national curriculum guidance and in conjunction with LA advice. Our teachers are be encouraged to make cross-curricular links especially in the teaching of IT. However, many aspects of computer science will need to be taught discretely.

Inclusion

At Ouston Primary School, we are committed to ensuring that every child can achieve their full potential in Computing, regardless of ability, social or cultural background, or language needs. This includes pupils with special educational needs and disabilities (SEND), pupils with English as an additional language (EAL), and any child requiring additional support. We place particular emphasis on the flexibility that technology provides in enabling pupils to access learning opportunities. Assistive technologies, tailored software, and adaptive approaches are embedded

to support pupils with specific needs. Where appropriate, additional access to devices is provided during the school day and, in some cases, beyond the school day to ensure equity of access and opportunity.

Monitoring, evaluation and feedback

At Ouston Primary School, the monitoring and evaluation of standards in Computing are the primary responsibility of the Computing Leader.

Teachers are expected to maintain an online portfolio or track pupils' work using Purple Mash. These portfolios must include evidence of learning across all areas of the Computing curriculum for each year group, enabling progress and attainment to be clearly demonstrated.

The Computing Action Plan and the School Monitoring Schedule outline the timetable and structure for monitoring and evaluation activities. Monitoring takes place through a variety of approaches, including work scrutiny, learning walks, classroom observations, pupil and teacher voice activities, reflective teacher feedback, whole school surveys and learning environment checks.

The Computing Leader provides written feedback following monitoring activities in a timely manner, highlighting strengths and identifying areas for development. Whole-school areas of improvement are shared and discussed during staff meetings and inset training, ensuring that outcomes from monitoring directly inform teaching practice and future planning.

Roles and Responsibilities

The **Head teacher** has overall responsibility for ensuring the Computing Policy and its associated policies, such as Safeguarding and SEND, are implemented effectively.

Together with the Governing Body, the Head teacher ratifies the Computing Policy, Safeguarding Policy and the Computing Leader's Action Plan.

They are responsible for securing appropriate technical support and infrastructure maintenance contracts, approving CPD and training in line with the school's strategic plan, and setting and approving budget bids.

The Head teacher works with the Computing Leader to create a long-term vision for Computing, including future resource planning and expenditure forecasts. They also monitor the performance of the Computing Leader in relation to their role description and ensure that all government legislation is being met.

The **Computing Leader** is responsible for raising the profile of Computing across the school community.

They monitor standards of teaching and learning, provide timely feedback to staff, and ensure that robust assessment systems are in place. They report regularly to the Governing Body, Head teacher and staff, maintaining overall consistency in standards across the school.

The Computing Leader audits staff CPD needs, provides day-to-day support, models effective practice, and shares innovative ideas and approaches. They keep up to date with national and local developments, attending training and benchmarking provision against nationally recognised standards. Action Plans and long-term visions for Computing are created in collaboration with the Head teacher, feeding directly into the School Development Plan.

The Computing Leader keeps an up-to-date inventory of resources, oversees procurement of best-value resources, and ensures curriculum review and development are ongoing. In addition, they monitor the effectiveness of the technician and liaise with the SENCO and Head teacher to ensure that online safety provision is robust and compliant with legislation.

The **class teacher** is responsible for adaptive teaching within lessons to cater for all ability levels, ensuring SEND, greater depth children and EAL (English as an Additional Language) are suitably challenged to meet their needs.
They should incorporate IT, where appropriate, when planning classroom activities, and understand and utilise the range of software available in school and its use in relation to cross-curricular activities.
All teachers are responsible for maintaining their own knowledge and skills of computing in accordance with educational developments.
When using ICT resources within their classroom, the class teacher must ensure children are responsible, respectful and safe when using IT and report problems or faults to the technician team.

The **Technician Team** provides technical support to ensure the smooth running of hardware, software and the school's IT infrastructure. They carry out scheduled maintenance and updates, ensure network connectivity and stability, set up new devices and installations, and resolve technical faults in a timely manner. Their role includes monitoring filtering, virus protection and safeguarding systems, and administering online services such as the school cloud. They also support future planning by advising the Head teacher and Computing Leader on infrastructure development and projected costs.

The **Administration Staff** play an important role in supporting Computing provision. They maintain up-to-date content on the school website, and assist with procurement of resources and technical services. They also support the technician with data management where appropriate.

All staff are responsible for Acceptable use and Data Protection. They read and sign the 'Staff ICT Acceptable Use' and 'Data Protection' Policies each year. All computing lessons must have online safety at the forefront and taught by the Teachers. See planning, Online Safety Policy' and 'Pupils Online Safety Agreement.'

Staff Development

To implement this vision effectively, all staff need to be confident in all areas of the computing curriculum. Staff who have identified areas of development in computing will be identified and through communication between the Computing co-ordinator and the Head teacher, relevant course will be located or training brought into/held at school.
Training will also be offered on new hardware and software purchased. In addition, the Computing co-ordinator and/or other staff will be able to support staff members in using various programmes.
Purple Mash CPD takes place on a yearly basis to update staff on changes and develop their knowledge of the programme.

The Computing Co-ordinator keeps up to date with the latest technological advancements and curriculum developments by attending conferences, network and school cluster meetings. Information is then fed back to the rest of the school during staff meetings.

Legislation in Computing

When appropriate legislation appertaining to the use of IT changes, the Computing Coordinator will discuss this with all members of staff. Software copyright is a serious issue and is taken seriously by Ouston Primary School. Only software which we have purchased the correct user site license will be loaded onto all stations so that staff know it is acceptable to use on all machines.

Legistaltion covering computing in schools includes :-

The Copyright, Designs and Patents Act 1988
The Computer Misuse act 1990
The Data Protection Act 1998
The Freedom of Information Act 2000
The Protection from Harassment Act 1997
The Malicious Communications Act 1988
Section 127 of the Communications Act 2003
Public Order Act 1986
The Defamation Acts of 1952 and 1996

Health and Safety

At Ouston Primary School, we take all necessary measures to ensure staff and pupils understand the importance of health and safety when using technology.

Both staff and pupils are trained to handle electrical and digital equipment correctly, including safe procedures for powering devices on and off. Pupils are regularly reminded of the dangers associated with electricity and taught to recognise warning signs that indicate unsafe equipment or environments.

Equipment is routinely checked to ensure it is safe to use, and any faults are reported immediately to the site manager or technician. Staff supervise the use of all equipment and ensure that health and safety procedures are consistently followed. Regular updates and refresher training are provided so that safety practices remain current and effective.

Maintenance

Maintenance is carried out by the school's technician team. A member of the team visits school twice a week to give technical support and maintain the network to its optimum capability. In addition, they complete network tasks as and when needed and deal with any other issues arising from use of Computing equipment/software.

The Computing Leader will decide on whether issues can be dealt using Leader knowledge or by the technician.

Policy Review

This policy will be reviewed annually, and sooner if there are significant changes to statutory guidance, safeguarding expectations, curriculum requirements, technology, or local risk (e.g., incident trends, new platforms).

Interim updates may be issued by the head teacher and DSL, with governing body oversight, to ensure alignment with Keeping Children Safe in Education, data protection law, and related school policies (Safeguarding, Behaviour, Curriculum, Assessment).
Each review must draw on incident logs, monitoring reports, technical audits (filtering/ monitoring), staff and pupil voice, and training evaluations, with outcomes communicated to staff, governors, parents/carers, and pupils as appropriate.

Policy Review Date: April 2027