



Rockwell Green Church of England Primary School

Computing Policy

Status:	NON-STATUTORY
Responsible person:	Computing Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	
Date first approved by the Governing Body:	
Review Period:	Biennially
Review Date:	May 2027

Rockwell Green Primary School

Computing Policy

This policy expresses the school's purpose for the teaching and learning of Computing. It sets out the aims; planning of the curriculum and assessment and leadership role. It was developed in Summer 2025 by the Computing subject leader, Sarah Isherwood, through discussion with teachers and the leadership team and based on Computing programmes of study (POS): key stages 1 and 2 (DfE September 2014). It will be reviewed in 2027.

OUR AIMS - INTENT

We believe that an engaging and motivating Computing curriculum will enable our learners to:

- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety)
- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Develop computing skills, knowledge and understanding.
- Develop an understanding of the wider applications of computer systems and communication technology in society.
- Develop independent and logical thinking through reasoning, decision making and problem solving.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

IMPLEMENTATION

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

EARLY YEARS

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1 outcomes

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 outcomes

- 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 worldwide 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.

ONLINE SAFETY (see also separate online safety policy):

Online safety has a high profile within the school and we ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6. This is threaded throughout other curriculum areas and embedded in the day-to-day lives of our pupils.
- Regular training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions inform future training needs.
- Through class dojo and the school newsletter, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies are freely available.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems are in place for all our online access.
- Data policies stipulate how we keep confidential information secure.
- An explicit e-safety lesson and assembly is delivered each half term.
- Clear rules for online safety are agreed by each class at the beginning of every year. The class rules are established within the first 2 weeks of the academic year and shared with parents via Class Dojo.
- The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the autumn term.

RESOURCES

- The school has a range of resources to support the delivery of the Computing curriculum.
- Each classroom from EYFS to Yr6 has a classroom laptop, interactive whiteboard with sound, visualizer and class based iPad.
- There are 2 laptop trolleys with a class set of laptops and chrome books with internet access for use in the classrooms.
- Each class from yr2 to yr6 have a class based laptop to support children with SEN.

- There are two iPad trollies in the school with a class set of iPads all connected to the internet with relevant apps to support the teaching of the curriculum.
- Hardware and software faults are logged on a shared Excel spreadsheet and then dealt with in order of priority by our technical support team.
- Old resources are disposed of in line with Somerset County Council's environmental disposal policy and the school's data protection policy where these are applicable.

ASSESSMENT AND RECORD KEEPING

At Rockwell Green C of E Primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going and feedback is given to the children as soon as possible.

- Progress is assessed on an on-going basis using the 'I can' statements for each area of Computing.
- Teacher's judgments are supported through an electronic portfolio of evidence kept on the Purple Mash website which provides examples of age-expected attainment.
- Assessment is used by the class teacher and teaching assistant during whole class or group teaching to provide feedback and aid future planning.
- Formative assessment is undertaken each session/interaction in computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Each class teacher maintains a record, indicating pupils that are working beyond or below age-expected attainment. This is passed on to the next class teacher and reported to parents in their end of year report.
- Work from a range of classes and abilities is shared using the shared Noticeboard feature in Purple Mash.

HEALTH AND SAFETY

- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's health and safety policy.

SUBJECT LEADER ROLE

The computing subject leader accesses support from Purple Mash team as well as other professional development workshops. The subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider. Continuous professional development is offered to the staff through both the subject leader and outside agencies e.g. Purple Mash. This incorporates both computing but also how to use technology effectively across the curriculum. The subject leader creates a subject leader report and actions identifying, and then working towards enhancing provision for our children. This is presented to and reviewed by the governors and senior management who consider its impact on all learning.

Reviewed by: Sarah Isherwood

Date: May 2025

Next Review: May 2027