

COMPUTING POLICY

for

Wentworth Primary School



APPROVED BY GOVERNORS: May 2026
POLICY TO BE REVIEWED: May 2029

Computing Policy

Introduction

- This policy document sets out the school's aims, principles and strategies for the delivery of Computing for learning and teaching and management purposes. It will form the basis for the development of Computing in the school over the next three years.
- Reference is made to the School's Assessment and Health and Safety policies. The policy should be read in conjunction with the Keeping Children Safe in Education document and the school's E-Safety and Acceptable Use policy.
- This policy is for all pupils at Wentworth Primary School from EYFS to year 6.

What we understand by the term Computing

As well as being an important curriculum requirement and tool for the enrichment of teaching and learning, Computing is a vital life skill in modern society.

We interpret the term 'Computing' as a practical subject designed to teach pupils how computers and computer systems work, and how they are designed and programmed. It includes the use of any equipment/device and unplugged activities, which allows users to develop computational thinking and creativity; apply underlying principles to understand real-world systems and to create purposeful and usable digital artefacts. At the core of this subject is Computer Science (CS). Building on this core is, Information Technology (IT) and Digital Literacy (DL). Pupils are taught how to use technology safely and respectfully in weekly taught sessions. Computing has substantial links with the teaching of English, mathematics, science and design and technology. The IT and DL aspects of this subject are seen by the school as an important communication aid towards effective management within the school.

The School's Aims

Our aim is to develop staff and pupils who are confident, responsible and effective users of technology both within Computing lessons and across the curriculum. We strive to achieve this aim by helping:

- all to use technology with purpose and enjoyment
- all to use technology safely, responsibly and respectfully
- all to develop the necessary skills to exploit technology
- all to become autonomous users of technology
- all pupils to evaluate the benefits of Computing and its impact on society
- the school to meet the requirements of the National Curriculum
- all pupils to reach the highest possible standards of achievement
- to develop pupil's literacy, numeracy, science and design and technology skills as appropriate
- celebrate success in Computing activities

The School's Curriculum Organisation

We aim to incorporate Computing in the planning of each Medium-Term Plan (MTP).

When planning work involving technology, teachers endeavour to identify some activities in which the emphasis is on the development of Computing capability and others in which the emphasis is on the subject, which is supported by IT. The latter provides opportunities for pupils to reinforce skills gained in previous Computing activities.

- All pupils receive at least a one-hour Computing focused lesson per week
- All pupils to receive at least one 15-minute E-safety lesson each week that follows our E-safety curriculum.
- In EYFS it is taught through the continuous provision and structured activities.
- All pupils in EYFS, KS1 and KS2 have discrete Computing lessons.
- Computing is taught across the curriculum to enrich other subjects.

The Computing Subject Leader monitors the schools MTPs to ensure that where appropriate the values of an inclusive community are integrated into the Computing curriculum.

For example:

- Staying safe when working on the Internet
- The consideration of SEND needs including visibility and accessibility

The Computing Subject Leader consults with staff to ensure that the Programme of Study for Computing is comprehensively taught with opportunities for pupils to reinforce their learning. The Subject Leader will also monitor the planning and teaching of Computing on a regular basis.

Roles and Responsibilities

The roles and responsibilities with regard to Computing within the school are as follows:

The head teacher, data protection officer and deputy safeguarding lead carries out the following responsibilities:

- Data Protection, GDPR and compliance with other legal requirements.
- Ensuring the effective use of IT and DL for management and administrative purposes
- Filtering and monitoring of content from both pupils and staff

The following responsibilities are carried out by the Computing Subject Leader:

- Ensuring the consistent implementation of the Computing policy.
- Ensuring that pupils use technology appropriately across the Curriculum.
- Ensuring staffs access to technologies.
- Ensuring continuity between year groups.
- Ensure Computing progression.
- Purchasing/organising Computing resources.
- Identifying what Computing support is needed by individual staff.
- Arranging in-service support.
- Reviewing the Computing policy.
- Overseeing equipment maintenance.
- Liaison with a technical support company with the upkeep of computer maintenance.
- Updating staff about changes in online safety, external risks and changes in AI.

Everybody carries out the following responsibilities:

- Assessment of pupils
- Meeting statutory requirements
- Curriculum development
- Health and safety policy and practice
- Running a weekly virus scan on teacher laptops and checking for updates

- Ensuring the virus definition file (DAT) is up to date on teacher laptops
- Using a school issued encrypted memory stick only to transfer data between school computers
- Teacher laptops to be password protected and changed on a termly basis
- Using AI (Artificial Intelligence) safely in line with the schools generative AI policy.

Learning and Teaching Styles

Staff are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate:

These will include:

- using the computer/Interactive Whiteboard to demonstrate to a group of pupils or the whole class.
- leading a group or class discussion about the benefits and limitations of Computing.
- individual or paired work which might include the use of worksheets and help cards.
- collaborative writing and design work in groups.
- where one pupil is used to demonstrate or teach a skill to others, the teacher will ensure that this is of benefit to all those involved.
- groups that are selected to ensure that all pupils are equally active and involved in the task, and that all have equal access to the computer hardware and software.
- activities using technology are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
- teacher intervention, where appropriate, to reinforce an idea or teach a new point.
- regularly revisiting previous learning to secure knowledge.
- teachers and pupils using technical vocabulary
- Adaptive teaching to meet the needs of all pupils.

Online Access

- The school encourages use by pupils of the rich information resources available on the Internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental in the society our pupils are entering.
- The school expects that all staff will investigate the possibilities of using such information where appropriate within the curriculum and that staff will provide guidance and instruction to all pupils in the appropriate use of such resources. Staff must ensure that all information published on Intranets/ Internet does not contain information that is likely to compromise a pupil or member of staff.
- The school provides a Virtual Learning Environment (ItsLearning) for the pupils in EYFS, KS1 and KS2 to access homework and curriculum themed activities.
- All members of staff need to be aware of the possible misuses of online access and their responsibilities towards pupils. The school always uses firewalled services to try to ensure that undesirable material is unavailable to pupils.
- All staff are responsible for explaining to pupils the rules, and their implications, of Internet use. However, independent pupil use of telecommunications and electronic information resources is the responsibility of individual families.

- The school complies with all appropriate legislative requirements such as those contained in the Data Protection and Computer Resources Acts
- Pupils have access at home to ItsLearning. Through this secure site the pupils can access activities such as: Times Table Rockstars, Purple Mash, Spelling Shed, Discovery Education and Espresso Coding.

Equal Opportunities

- All should have equal access to technologies in order to develop their personal Computing capability.
- As an inclusive school, we will monitor and evaluate provision, understanding and using data to establish and plan effective provision for all pupils.
- When pupils are working in groups, we endeavour to ensure that their hands-on experience is equitable.
- The Inclusion Manager, SENCo and Computing Subject Leader jointly advise teachers on the Computing support that can be provided to individual pupils with particular educational needs, including high ability pupils, and will seek advice from specialists.
- Where appropriate an external specialist is used to assess a pupil's specific need.
- We encourage pupils with a computer at home to use it for their educational benefit.

Recording, Assessment and Reporting

- Our school practice for Computing reflects the school's policy on recording, assessment and reporting.
- We maintain a record of what pupils know and can do through ½ termly assessment.
- To gain a whole school understanding of the differing levels of Computing capability the school keeps electronic folders of pupils work and evidence in computing floor books.
- There is an agreed whole school half-termly format for record keeping in Computing.
- We report termly to parents on pupil's progress in Computing providing information on what pupils know, understand and can do. In EYFS, the computing skills of using technology to solve problems, producing creative outcomes and using computational thinking effectively, contribute to all areas of the EYFS framework. Pupils' progress towards the ELG are reported to parents annually.
- Year 4 will complete the statutory times table assessment on a technical device, in June.
- EYFS statutory baseline will be completed on a technical device.

Managing Resources

The budget for Computing resources is determined:

- annually on a formula basis
- through consultation with staff each year
- through long term budgetary arrangements to meet new and emerging concerns

and the purchase and deployment of hardware is determined:

- through discussion with staff
- according to a development plan

Software resources are identified, acquired, updated and deployed through:

- discussion with staff each year
- audits and reviews

We ensure that all staff have the appropriate skills to use Computing resources effectively through:

- Skills audits and appraisal
- Staff loan of equipment
- The support of the Computing subject leader, Computing teaching assistant and technical support company.
- Continual professional development training programme based on identified needs

We use registered external advisors and other appropriate providers to support Computing in the work of our school.

Additional Policies and Agreements

- Adults and children are expected to sign an acceptable use agreement to ensure the school's Computing policy is followed.
- Any adults that are using generative AI are expected to sign the school AI policy.
- The pupil ICT Agreement should be signed by all enrolled pupils parent/ guardian.
- Any pupils who are walking to school with adult permission and are therefore bringing their mobiles in should sign the mobile phone agreement.

Monitoring and Review

There is a review of this policy by the Headteacher and the Computing Subject Leader every three years. A yearly Computing Action Plan is drawn up as part of the School Improvement Plan.