COMPUTING POLICY

All Saints Church of England Primary School

Date approved	**Sept 2026**
Review date	**Sept 2027**

Our All Saints family shall arise and shine for the light of The Lord is upon us.

All of our policies are written with the aim of improving our school and of realising our Christian vision:

Our All Saints family shall arise and shine for the light of The Lord is upon us.

Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Aims and objectives

Computing is changing the lives of everyone. Through explicit teaching of computing, we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners.

At All Saints School we aim to give all children access to all areas of computing and to offer them the opportunity to reach their expected levels of attainment as specified in the National Curriculum.

The aims of computing are to enable children:

- To develop computing capability in finding, selecting and using information;
- To use computing for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To apply hardware and software to creative and appropriate uses of information;
- To apply their computing skills and knowledge to their learning in other areas;
- To use their computing skills to develop their language and communication skills;
- To explore their attitudes towards computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.

The aims of computing are to enable staff:

- To develop resources in the preparation, gathering and presentation of teaching materials, and in planning, record keeping and assessing where appropriate.
- To provide access to local educational authorities, external agencies and national government initiatives.

Teaching and learning style

As the aims of computing are to equip children with the skills necessary to use technology to become independent learners. The teaching style that we adopt is as active and practical as possible. We do give children direct instruction on how to use hardware or software but the main emphasis of our delivery of computing is for individuals or groups of children to use technology efficiently and safely to help them develop their learning.

Teaching organisation

The teaching of computing takes place in the classrooms.
We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to computing equipment at home, whilst others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.
- pairing children of mixed ability so that the more able can support the less able.

Computing curriculum planning

Long-term planning follows a two-year cycle allowing mixed year group classes to access the full National Curriculum without the unnecessary repeating of content.

The schools newly adopted Cornerstones curriculum uses carefully chosen themes that enable teachers to deliver a specific set of skills each year. We also incorporate the Barefoot computing lessons within cornerstones and a discrete computing scheme of work designed to allow the children to develop technical and reasoning skills around computing and computer science.

The content delivered in each year group is planned to build upon prior learning experienced previously. This planned progression ensures that children are increasingly challenged as they move further up through the school.

Foundation Stage

We teach computing in reception classes as an integral part of the Cornerstones topic work covered during the year.

We assess the computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs)/Development Matters (EYFS) which underpin the curriculum planning for children aged three to five.

Throughout the reception year, the children have the opportunity to use the computers, iPads, digital cameras, sound recorders, programmable toys and a range of software packages.

During the year they gain confidence and start using computers to find information and use it to communicate in a variety of different ways

The contribution of computing to teaching in other curriculum areas

Computing contributes to teaching and learning in all curriculum areas. For example, children use computing in mathematics and science to collect data, make predictions, analyse results and present information graphically. Graphics work links in closely with work in art, the Internet proves very useful for research in humanities subjects. Computing is a major contributor to the teaching of English. Work can be published for an audience on the school's website. Children learn how to edit and revise text. They have to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

Computing enables the children to present their information and conclusions in the most appropriate way, and move forwards to becoming global citizens in a technological world.

Teaching computing to children with special needs

At our school, we teach computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all. Through our computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors as a means of intervention – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional action to enable the child to learn more effectively. This ensures that our teaching is matched to every child's needs.

Assessment and recording

Teachers assess children's work in computing by completing the Cornerstones assessment records as they observe them working during lessons and through the use of formative Assessment for Learning activities and questions. These records enable the teacher to make a termly summative assessment each child. They also assist the teacher in building upon children's previous skills.

The computing subject leader/ network manager keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in computing for each year group in the school.

Health and Safety

We recognise the importance of health and safety/ safeguarding issues regarding computing equipment, especially when using the hardware and accessing the Internet and pupil data. We follow the guidelines from the DFE and all e safety legislation.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress in all areas of the curriculum while at our school.

Computing is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of individual teachers to organise their pairs and groupings so that this is achieved.

Monitoring and review

The computing subject manager/ network manager is responsible for:

- monitoring the standards in children's computing work
- monitoring the quality of teaching in computing lessons

- monitoring staff CPD needs and supporting colleagues in the delivery of computing
- monitoring current developments in the subject and keeping staff informed about them
- monitoring curriculum coverage and progression
- monitoring and reviewing strengths and areas for development in computing across the school

Statement of equality

Like all school policies, this one serves to ensure that all members of the All Saints family, whatever their background, disability, ethnicity, gender, learning difficulty, nationality, religion or sexual orientation are welcomed, dealt with fairly and are treated with dignity and respect.