



Computing Policy 2026-2028

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Version	Date	Author	Note of revisions
V2	1/9/21	MWiggins	Laptop trolley added
V3	16/8/22	MWiggins	Addition to provision list to include Crumble Controllers and associated accessories.
V4	8/8/24	MWiggins	Added that children’s names are recorded when using IT equipment in classrooms so that filtering and monitoring activities can be accurate and children are easily identifiable.
V5	27/7/26	MWiggins	

This policy should be used in conjunction with the Online Safety Policy including ICT Acceptable Usage Agreement (AUA).

Rationale

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Through building on their knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also help pupils become digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum for England

Aims of Computing

At St Peter's we aim to ensure that all our 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 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.
- Pupils will develop an age-appropriate understanding of emerging technologies, including artificial intelligence (AI), and learn how to use digital technologies safely, responsibly and critically.

Resource provision

The school has excellent broadband service/ bandwidth speeds as well as high-quality Wi-Fi signal throughout the school. The school benefits from the support of a school-based ICT Technician and an IT service contract from an external provider. Desktop PCs are situated in an ICT Suite. Classes each have a laptop and an iPad for children to use as and when required. We also have a trolley of 32 iPads and a trolley of 32 laptops which can be booked for use. Children's names are recorded for every lesson so that filtering and monitoring activity can be accurate and children using equipment can be easily identified. The school uses filtering and monitoring systems which are reviewed regularly to help safeguard pupils when accessing online content. Staff are expected to follow the school's Online Safety Policy and report any concerns in accordance with safeguarding procedures. All PCs and iPads have internet access and relevant software/ applications needed to teach the requirements of Computing.

Classroom Provision

In addition to the above, there is a variety of other ICT equipment in school including; Roamers, Crumble Controllers and associated accessories and BeeBots.

In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice are planned throughout the school. Staff confidence and expertise will be developed if requested through INSET opportunities.

Entitlement to the Computing curriculum

All children have access to the use of computing technologies regardless of gender, race, cultural background, physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will provide specialist equipment and software to enable access. Children with learning difficulties are given greater access to the whole curriculum through the use of computing technologies – their motivation can be heightened and they are able to improve the accuracy and presentation of their work which in turn, can raise their self-esteem. Computing in Early Years is sensitively planned so that children begin to gain confidence in the use of a variety of technologies as soon as they start attending school – a range of appropriate hardware, software and activities are offered.

Assessment and record-keeping

On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning. Children's computing skills capability are monitored in relation to the Computing curriculum as outlined in the 'The National Curriculum' for England. Teachers assess pupils' skills with reference to their knowledge, understanding and skills. Other opportunities for assessment in Computing will arise from cross-curricular work.

- A whole school Computing display is located in the ICT Suite.
- Teachers input data each term onto our assessment spreadsheet and this is analysed and monitored by our Computing Lead.
- An indication of 'age expected/below/above' skill level is communicated to parents in the end of year school report.

Links to the school development plan

- The school produces an action plan.
- An audit of resources is undertaken yearly to ensure that hardware and software are kept as up-to-date as possible and that obsolete or broken machines are repaired or scrapped.

Staff training

Training needs will be met by:

- Auditing staff skills and confidence in the use of information technologies.
- Arranging training opportunities for individuals as required.

Health and Safety

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present. Food and drink should not be consumed near computing equipment.

- It is the responsibility of staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that the equipment is left clean and tidy after use. This can be undertaken by the Digital Leaders but must be done under the supervision of a member of staff.
- Staff should ensure that the children are seated comfortably when using computing technologies and be aware of the dangers of excessive use (e.g. eye/wrist strain etc.)
- An adult should always supervise children when they are accessing information via the Internet. The broadband service provider filters information but staff are advised to take great care on the content accessed by children and are ultimately responsible for information accessed by pupils.
- Staff should ensure pupils understand the importance of protecting personal information online, using secure passwords and reporting any concerns relating to online safety immediately.

Protecting children from radicalisation: the prevent duty (Counter-Terrorism and Security Act 2015)

The school uses filtering and monitoring systems to reduce the risk of pupils encountering harmful or extremist content online. Any safeguarding concerns, including concerns relating to radicalisation, will be reported in accordance with the school's safeguarding procedures and recorded on CPOMS.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised as required but at least on bi-yearly basis. The Computing Lead will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the Computing curriculum. Meetings with subject co-ordinators will also ensure that the use of information technologies across the curriculum is adequately planned for and evaluated.