



# Computing Subject Policy

Four Swannes Primary School

This policy sets out Four Swannes Schools aims and strategies for the successful delivery of the Computing curriculum.

The policy has been updated by the Computing Leader Andrea Attridge in. This policy is based on government recommended/statutory programmes of study.

## **Computing: Intent, Implementation, and Impact**

### **Intent**

It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary to use information in an effective way. We want children to leave primary school computer literate. Computing skills are a major factor in enabling children to be confident, creative, and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

We intend to deliver a computing curriculum that develops pupil's learning and results in the acquisition of knowledge of the world around them that ensures all pupils can understand and apply the fundamental principles and concepts of computer science, can analyse problems in computational terms and have repeated practical experience of writing computer programs to solve such problems. We intend to deliver a computing curriculum that prepares pupils to live safely in an increasingly digital British society.

### **Implementation**

Computing lessons are taught using the Purple Mash scheme of work. This is a clear and effective, scheme of work that provides coverage in line with the National Curriculum. Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. It can also be accessed from home so children can access the online platform at any time to support their learning.

Children have access to resources which aid in the acquisition of skills and knowledge. We two class sets of laptops plus SEN laptops available.

Children will have access to the hardware and software that they need to develop knowledge and skills of digital systems and their applications.

A clear and effective scheme of work that provides coverage in line with the National Curriculum.



Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. Children will have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism, and social media.

Parents are informed when issues relating to online safety arise and further information/support is provided if required.

As well as opportunities underpinned within the scheme of work, children will also spend time further exploring the key issues associated with online safety.

### **Impact**

Children will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.

Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.

Four Swannes School believes that every child should have the right to a curriculum that champions excellence, supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall, in the day-to-day life of our school.

We believe that technology can provide enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

### **Our aims:**

- Provide an exciting, rich, relevant, and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.



- 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.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.

### **Safeguarding: Online safety**

Online safety has a high profile at Four Swannes School for all stakeholders. 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.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Pupil voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, 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.
- 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 for all our online access.
- Data policies which stipulate how we keep confidential information secure.
- Yearly Online Safety awareness day, every February.
- Computing and other related legislative guidance (online safety).

### **Curriculum**

As a school, we have chosen the Purple Mash Computing Scheme of Work from EYFS 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 roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as walkie-talkie sets.
- 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.



## **Resources**

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed.
- An itemised list of all resources is shared with staff and kept up to date by the Finance Manager
- Audits of school resources are conducted regularly by the Computing Leader and Finance Manager.
- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- The Computing Action Plan outlines any future resources that would be needed.

## **Inclusion**

At Four Swannes School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities.

## **Monitoring, Evaluation and Feedback**

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Subject Leader Training

## **Roles and Responsibilities**



Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

#### Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.

#### Computing Leader

- Raising the profile of Computing for all stakeholders.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.
- Overseeing the effectiveness of the technician.



- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

#### Technician (HFL ONLINE SUPPORT)

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

#### Health and Safety

Four Swannes school takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

#### Disclaimer

This Policy was adapted from the Purple Mash Computing Policy and made to fit what we deliver at Four Swannes School. Any questions or adaptations should be emailed to [aattridge@fourswannes.herts.sch.uk](mailto:aattridge@fourswannes.herts.sch.uk)

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