

Lady Bay Primary School Computing Policy



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Approved by: HT

1. The 'Lady Bay Way' in Computing

Computing at Lady Bay aims to inspire children's curiosity about technology and the digital world so that they will leave our school with an enjoyment for the subject and the knowledge and skills to use these skills in real life. To achieve this, we follow a series of stages:

Planning

Each year group is taught one unit per half term. The learning is based on The National Centre For Computing Education. The units are based on: Computing Systems & Networks; Creating Media; Programming and Data and Information. The repetition of skills ensures that the progress and understanding is progressive.



Teaching

In Computing lessons, each lesson begins with a re-cap of previous learning and how this will help in subsequent lessons (The Rosenshine Principle). Lessons are taught through hands-on computing and IT free computing. iPads and Laptops are used for the practical lessons. 'Sticky knowledge' is revisited at the beginning of lessons and throughout the Computing topic.



Assessment

The assessing of knowledge and skills is on going in a lesson through the completion of activities, both on Computers and in books. For example, if the Unit is to Create An E-Comic, the success would be through completing the comic etc.

At the end of a piece of work, teachers highlight the 'big question' either orange (did not meet the objective), green (met the objective) or blue (exceeded the objective).

Year 1 and 2 use a class book to record, KS2 use Computing books for evidence. Practical lessons won't necessarily have written work.

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Introduction:

The use of Computing is an integral part of the National Curriculum and is a key skill for everyday life. Computers, iPads and programmable robots, are some of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Lady Bay Primary School, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to become computing proficient. We also recognise that pupils need to be aware of how to protect themselves. In order to prepare for this all pupils have equal and appropriate access to a range of computing resources.

Intent:

At Lady Bay, we believe that computing is a subject that not only stands alone but is woven throughout other subjects and should be an integral part of all learning. A robust computing curriculum ensures that children will be digitally literate and able to join the rest of the world on its digital platform. Children will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. We want our children to understand the consequences of using the internet and also make sure that they are aware of how to keep themselves safe online.

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Can analyse problems in computational terms, and have repeated practical experience of 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 digital devices and the Internet.

Rationale:

Computing:

- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways, which help pupils, understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Entitlement:

Lady Bay Primary School is a well-resourced school with a computer suite consisting of 30 computers, two class sets of 32 iPads (as well as each class having their own classroom iPads), interactive white boards in all classrooms as well as other IT equipment. All computers and iPads have the software required to deliver the computing curriculum and allow for using computing in support of learning in other areas of the curriculum. The pupils' entitlement to Computing in Y1-6 is based upon the Programmes of Study for Computing as defined in the 2016 National Curriculum and in FS the Early learning Goals that link most closely to the Computing National Curriculum have been selected including 'Understanding the World' (Technology).

Teaching and Learning:

We aim to provide a broad and balanced curriculum through long, medium and short-term computing plans. These plans ensure that pupils are taught a range of skills and techniques in computing as a discrete subject, which they are then able to apply to other curriculum areas. When teaching computing staff use a range of styles including: whole class, small group and 1:1. Direct instruction is used on how to use hardware or software to ensure the acquisition of skills. Each KS1 and KS2 class dedicate at least an hour a week for Computing. In addition to using the desktop computers, iPads are used on a weekly basis and this allows for cross-curricular opportunities.

To support teaching and learning, the Computing Lead has received the support of an IT consultant. This partnership has allowed the school to raise standards in the Computing Curriculum as well as providing training.

The Computing Curriculum develops both skills and knowledge. Children are taught computer science. This includes coding, from Bee Bots in FS to Scratch and Crumbles and BBC micro:bits in KS2. Children learn about programming, data, algorithms and networks. This enables children to develop an understanding of the principles of computer science. Through a range of experiences, children develop computational thinking. There is also a focus on problem solving: using logic and ideas about systems, patterns (and pattern languages), abstraction and decomposition.

The curriculum puts a clear emphasis on three areas of learning:

1. Computer science - how computers work and how to write algorithms and solve problems to eventually create a computer program.
2. Information technology - how data is represented and managed on computers.
3. Digital literacy - how to understand digital information and interact with it safely and appropriately.

Early Years Foundation Stage:

It is important in the Foundation Stage to give children a broad, play-based experience of computing in a range of contexts. Computing is not just about computers, learning includes the use of programmable toys, iPads and interactive whiteboards.

Key stage 1:

Pupils are taught to:

1. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs work by following precise and clear instructions.
2. Create and debug simple programs.
3. Use logical reasoning to predict the behaviour of simple programs.
4. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
5. Recognise common uses of information technology beyond school.
6. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2:

Pupils are taught to:

1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
4. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
6. Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
7. Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Planning

All year groups from FS to Y6 have planned activities to deliver the Computing Curriculum. The plans mainly follow the National Centre for Computing Education (NCCE) Primary Programme of Study. The plans cover the requirements of the National Curriculum and the statutory framework for the Early Years Foundation Stage and ensure progression across the year groups. In KS1 and KS2 the plans indicate which objective is to be covered, the key knowledge and skills and details about the activity. Some of the plans are supported by activities that are available on a cloud based platform called Just2Easy. Plans for years 1-6 have then been broken down into half termly units. Online safety is taught both through the NCCE lessons and as a discrete subject using the Project Evolve and Jigsaw resources. The school's Online Safety policy provides more information about this aspect of the curriculum.

Assessment of Pupil Progress and Reporting Attainment

Teachers use a formative assessment approach to identify children's needs during the course of each planned unit. At the end of the year, teachers use summative assessment of pupils' attainment and this is reported to parents using the following codes:

WTS – working towards age related expectations

EXS – meeting age related expectations

GDS – working at a greater depth

Evidence of pupils' work is stored by pupils and teachers in a variety of ways including on the school's server, in folders on OneDrive and Google Drive and in their individual accounts.

Children should save two or three pieces of paper evidence work from each topic into individual computing books which will also reference where any digital work is saved. **KS1 will have a whole class book where they shall evidence two or three pieces of work from each topic with reference to where any digital work is stored.**

Evaluation of the Subject

Planning is reviewed on an annual basis and improvements are made based on feedback, updates and changes to the needs of the school. This year we will be working with the support of our IT consultant to evaluate planning and to further develop the delivery of the Computing Curriculum. Planning and teaching is monitored and SLT are informed of key strengths, areas for development and recommended action. A subject audit is produced on an annual basis.

Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2024) Updated Keeping Children Safe in Education statutory guidance (2015)
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The National Curriculum in England'
- DfE (2020) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Teaching Online Safety In School'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Equal Opportunities Policy
- Anti Bullying Policy
- RHE Policy
- SEND policy
- Online Safety Policy

Roles and Responsibilities

The Governors are responsible for:

- Liaising with the Headteacher with regards to pupil progress and attainment in this subject.
- Liaising with the Computing lead about the creation and implementation of the computing curriculum.
- Ensuring the computing curriculum is inclusive and accessible to all.

The Computing Leaders and the Headteacher are responsible for:

- Ensuring long- and medium-term plans for the curriculum are in place.
- Communicating with the link governor once a year
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the computing curriculum, ensuring their workload is manageable.
- Ensuring the computing curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the computing curriculum where required.

- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date computing curriculum intent statement.
- Ensuring the computing curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's computing curriculum.
- Teaching the computing curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Working with the computing lead to ensure the MTPs are delivered effectively.
- Collaborating with the headteacher and the SENCO to ensure that the computing curriculum is inclusive and accessible to all.
- Working closely with the SENCO, Pupil Premium tutors and TAs to ensure lessons are well adapted to allow SEND pupils to access the learning opportunities.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Monitoring the progress of all pupils.
- Working to close the attainment gap between academically more and less able pupils.

KS2 Computing Ambassadors are responsible for:

- Supporting the class teacher in lessons with resources.
- Supporting other pupils where needed and directed by the class teacher.
- Setting high standards and demonstrating a good attitude to learning in computing lessons.
- Attending meetings with the Computing Lead once a term to pre-learn the next topic to enable them to support their class teacher well.

Special Educational Needs

Computing is made accessible to children with Special Educational Needs, by providing them with suitable equipment, software, tasks and support. In addition, lessons should be differentiated to all children the opportunity to access the learning.

CPD and Resource management

CPD opportunities through the NCCE will be shared with staff and all staff are encouraged to discuss their training needs with the Computing Lead. Training for members of staff is either provided by the Computing Lead or via the NCCE. Staff are encouraged to attend free-computing CPD at the termly local CAS Community Group. An IT technician is employed on a regular basis to ensure that resources are well maintained and disposed of appropriately.

Extra-Curricular Activities and Enrichment

We have two children from each KS2 class who are appointed to be our Computing Ambassadors. They meet with the Computing lead at least once a term. Any issues that have arisen are discussed and resolved. Software is trialled in advance of classes using it. The

Health and Safety

All equipment is checked annually under the Electricity at Work Regulation 1989. Staff ensure that both pupils and they take breaks away from the computers after short periods of working. Staff ensure that when working at a computer or laptop pupils are positioned so that they can see and use the equipment without straining. Online safety training is embedded into every lesson where the pupils will be working online.

Monitoring and Review of the Policy

We appreciate that computers and the Computing Curriculum are rapidly developing, with new uses and technology being created all the time. Changes are made to this policy in line with developments.

	Signed Headteacher
Date of review: November 2025	
Date of next review: September 2026	