We are kind – We show respect – We work hard – We are honest

Computing Policy

Date: October 2025

Review date: October 2026

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COMPUTING INTENT

At Standhill Infant School, our computing curriculum prepares pupils to thrive in a world of rapidly advancing technology. We intend to develop learners who are not only consumers but also confident, creative, and responsible users of technology. Pupils are taught to find, analyse, and share information effectively while using digital tools safely and respectfully. Recognising that children may encounter online and social media content beyond school, we prioritise teaching safe, positive, and informed internet use. Our curriculum also builds digital literacy and computer science knowledge to prepare pupils for the next stage of their education.

1 Aims

1.1 Almost everything we do at school now involves the use of computers:

- online lesson research, teaching plans and resource materials;
- lesson delivery via either overhead projector or interactive whiteboard;
- communication by e-mail;
- document distribution and storage;
- assessment information analysis;
- production and editing of reports;
- setting homework via the website and Active Learn;
- sharing pupils work.

1.2 The objectives of teaching Computing are to enable children:

- to develop capability in finding, selecting and using information;
- to use Computers for effective and appropriate communication;
- to monitor and control events, both real and imaginary;
- to apply their Computing skills and knowledge to their learning in other areas;
- to explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security and personal safety, confidentiality and accuracy.
- to write and debug algorithms on computer systems as well as on toys;
- to create content using a range of digital media;

2 Teaching and learning style

2.1 As an objective of teaching of Computing is to equip children with the technological skills to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers and iPads to help them progress in whatever they are studying. So, for example, children might research a history topic by using role-play software

that engages them in a highly visual way, or they might place themselves in a historical setting by manipulating a digital photograph, or they might investigate a particular issue on the Internet.

2.2 We recognise that all classes have children with a wide range of Computing abilities, therefore

- tasks are set which are open-ended and can have a variety of responses;
- tasks will have levels of increasing difficulty (not all children complete all tasks);
- tasks will be adapted to provide some children with additional scaffolds, e.g., the use of visuals to enable learners to meet the lesson objective.
- 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.
- provide opportunities to apply their Computing abilities in other curriculum areas.

3 Computing curriculum planning

3.1 The school uses the national scheme of work for Computing as the basis for its curriculum planning. We have adapted the national scheme to the local circumstances of the school.

3.2 We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-term). The long-term plan maps the Computing topics that the children study in each term during each key stage and follows a carefully sequenced progression of key skills. The Computing subject leader devises this in conjunction with teaching colleagues in each year group, and the children often study Computing as part of their work in other subject areas.

3.3 Our medium-term plans, which we have adopted from the national scheme of work, give details of each unit of work for each term.

3.4 The class teacher is responsible for writing the short-term plans with the Computing component of each lesson.

3.5 The topics studied in Computing are planned to build on prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also plan progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 The Foundation Stage

4.1 Whilst Computing is no longer part of the Foundation Stage curriculum, we allow children the opportunity to learn how to use the resources in school safely when they are ready to prepare them for the next stage of their education as well as learning how to keep themselves safe online.

5 The contribution of Computing to teaching in other curriculum areas

5.1 The teaching of Computing contributes to teaching and learning in all curriculum areas. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers use software to present information visually, dynamically and interactively, so that children understand concepts more quickly.

5.2 English

Computers are a major contributor to the teaching of English. Children's reading development is supported through talking stories. The Active Learn website enables pupils to read e-books, answer questions in an

interactive way. As the children develop mouse and keyboard skills, they learn how to type and revise text on a computer. There is in addition a variety of software which targets specific reading, grammar and spelling skills.

5.3 Mathematics

Children use computers in mathematics to collect data, make predictions, analyse results, and present information graphically. Screen robots allow pupils to give exact instructions for a particular route, or to use their knowledge of angles to draw a range of polygons. Children are also able to consolidate learning through the use of interactive games.

5.4 Science

Software is used to animate and model scientific concepts, and to allow children to investigate processes which it would be impracticable to do directly in the classroom. Children are also able to use safe and child appropriate search engines to research and collate information.

5.5 Personal, social and health education (PSHE) and citizenship

Computing makes a contribution to the teaching of PSHE and citizenship in that children in Computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of computers as well as understanding the importance of privacy of information.

6 Computing and inclusion

6.1 At our school we teach Computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

7 Assessment for learning

7.1 Teachers will assess children's work in Computing by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work. Teachers will also complete a summative assessment grid that has been compiled using a set of age-related expectations to support their judgement.

7.2 The subject leader keeps samples of the children's work in a portfolio. This demonstrates the expected level of achievement in Computing for each age group in the school.

8 Resources

Hardware

- network, including switch, router and server PC;
- network shared resources, including printers;

- interactive whiteboard;
- tape-based listening centre and digital sound recorder;
- calculators;
- floor robot;
- headphones and microphones;
- staff and pupil laptops;
- iPads;
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Software

- word-processing and desktop-publishing programs;
- painting and drawing software;
- music composition package;
- multimedia presentation program;
- spreadsheet and database programs;
- control program and models;
- simulations;
- encyclopaedia reference material;
- virus protection;

Online material

- online content subscriptions; including Active Learn
- school website
- school e-mail accounts.

9 Monitoring and review

9.1 The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the subject leader. The Computing subject leader is also responsible for supporting colleagues in their teaching of Computing, for keeping informed about current developments in the subject, and for providing a strategic lead and direction for Computing in the school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The subject leader has specially-allocated time for carrying out the vital tasks of reviewing samples of the children's work, and of visiting classes to observe the teaching of Computing.

9.2 This policy will be reviewed annually.

Reviewed: October 2025 Next Review October 2026