Computing Policy

St. Thomas More's Catholic Primary School

Approved by the Governing Body   **Autumn 2025**

Next Review: **Autumn 2027**

Our Mission Statement

As we walk together with Jesus we love, live and learn

Introduction

At St. Thomas More's Primary School we are striving to develop effective and creative use of Computing across the breadth and depth of the school curriculum. The use of technology is an integral part of the national curriculum and is a key skill for everyday life. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. Therefore, it is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use Computing throughout their lives.

This policy document sets out the school's aims, principles and strategies to ensure that we provide an effective provision to develop and apply the skills required to be successful when Computing. Reference is made to the School's Online Safety and Acceptable Use Policy.

The school's aims

Computing aims to prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that computing is an important tool in both the society we live in and in the process of teaching and learning. Pupils use different tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use the appropriate resources effectively as powerful tools for teaching & learning, for example beebots, ipads, tablets etc.

We strive to achieve this by:
- Providing a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Meeting the requirements of the National Curriculum Programmes of Study
- Developing the necessary computational skills
- Becoming autonomous users of technology
- Enabling all pupils to evaluate the benefits of Computing technology and computational skill and their impact on society
- Enabling all pupils to reach their highest possible standards of achievement, equipping them with the confidence to apply this throughout later life.
- Enhancing learning in other areas of the curriculum using Computational skills
- celebrating successes in the use of technology
- responding to the new developments of technology
- Developing the understanding of how to use Computing safely and responsibly.

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 information and communication technology.

The school's curriculum organisation
We aim to incorporate Computing teaching in discrete lessons, supplemented by cross curricular learning opportunities. with support from the Teach Computing Curriculum Resources as well as a range of Programming resources including the Hour of Code.

When planning work involving the computer, teachers endeavour to identify some activities in which the emphasis is on the development of ICT capability and others in which the emphasis is on the subject, which is supported by ICT. The latter provides opportunities for pupils to reinforce skills gained in previous ICT activities.

EYFS

We teach Computing through EYFS as an integral part of the topic work covered during the year. It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. Developing early Computational skills is not just about computers. Early Years learning environments should feature Computing scenarios based on experience in the real world, such as in role play, in both child initiated and teacher directed time. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by Computing toys such as interactive accessories. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

Key stage 1

Pupils should be taught to:
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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 should be taught to:

- design, write and debug 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

- use logical reasoning to explain how some simple algorithms work 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 world wide web; and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- 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

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Roles and responsibilities

The roles and responsibilities with regard to Computing within the school are as follows:

The Head teacher carries out the following responsibilities;

- Data Protection and compliance with other legal requirements
- Meeting statutory requirements
- Health and Safety Policy and practice
- Ensuring the effective use of ICT for management and administrative purposes

The following responsibilities are carried out by the Computing Coordinator:

- Purchasing/Organising resources

- Arranging in-service support
- Reviewing the Computing Policy
- Ensuring the consistent implementation of the Computing Policy
- Ensuring staff access to computing technology
- Liaison with Computing/ ICT Technician
- Liaison with feeder schools and or receiving schools
- To lead staff training on new initiatives.
- To attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Overseeing equipment maintenance

Everybody carries out the following responsibilities:
- Assessment of pupils
- Ensuring continuity between year groups
- Ensure Computing progression
- Ensuring that pupils use computing appropriately across the curriculum

Teaching and Learning styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate. These will include:
- Using the computer to demonstrate to a group of pupils or the whole class
- Leading a group or class discussion about the benefits and limitations of Computing
- Individual or paired work which might include the use of worksheets and help cards
- Collaborative writing and design work in groups
- Where one pupil is used to demonstrate or teach a skill to other, the teacher will ensure that this is of benefit to all those involved
- Groups that are selected to ensure that all pupils are equally active and involved in the task, and that all have equal access to the computer hardware and software
- Where one pupil is used to demonstrate or teach a skill to others, the teacher will ensure that this is of benefit to all those involved.
- Groups that are selected to ensure that all pupils are equally active and involved in the task. And that all have equal access to the computer hardware and software.

- Activities using Computing are planned in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
- Teacher intervention, where appropriate, to reinforce an idea or teach a new point.

Resources and Access

The school encourages the use of all machines/ devices by pupils of the rich information resources available on the Internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental in the society our pupils are entering.

The school expects that all staff will investigate the possibilities of using such information where appropriate within the curriculum and that staff will provide guidance and instruction to all pupils in the appropriate use of such resources. Staff must ensure that all information/ data is in-line with GDPR.

All members of staff need to be aware of the possible misuses of on-line access and their responsibilities towards pupils. Wherever possible the school will use fire-walled services to try to ensure that undesirable material is unavailable to pupils.

Online-safety

As a school we use ProjectEVOLVE, PSHE TenTen resources (Module 2 Unit 3 Life online) and Barefoot to support our e-safety lessons. Through the "Education for a Connected World Framework" resources relevant for Early Years to Year 6 covers progression across all strands:

- Self-image and identity
- Online Relationships
- Online Bullying
- Heath Wellbeing & Lifestyle
- Privacy & Security
- Copyright and Ownership
- Managing Online Information.

We have also promote e-safety through a variety of events including; whole school e-safety weeks, participation in the annual, global SID (Safer Internet Day), a rolling program working with external agencies to complete targeted workshops for pupils, staff and parents and participation in external local events.

On-line Safety teaching in EYFS is primarily based on 'Hector's World' resources and in KS1 'Lee and Kim' resources provided by Child Exploitation and Online Protection Service. The resources address online privacy, information protection and security, online gaming, instant messaging and image and content sharing. KS2 uses a variety of resources including: Thinkuknow website – cyber café, SMART, Cbbc, SID etc.

E-safety can also be discussed in PSHE. This is to ensure children are aware of some dangers the internet can have and how to use the internet safety, dos and don'ts.

The school uses the DFE guidelines, Superhighway Safety for Internet use by pupils. All staff are responsible for explaining the rules and their implications. However independent pupil use of telecommunications and electronic information resources is not advised and will only be permitted upon submission of permission and agreement forms by parents of pupils and by pupils themselves (See GDPR, Online-Safety and Acceptable Use Policies). To that end the school supports and respects each family's right to decide whether or not to apply for independent access. The school complies with all appropriate legislative requirements..

Home Access
The children have access to a wide variety of resources that enable them to continue their learning of Computing and technology at home. Currently the children have access to; Spelling Shed (Years 2 - 6), Reading Eggs (KS1), Fast Phonics (EYFS and KS1) Mathseeds (EYFS and Year 1), Sumdogs (Maths Years 2 - 6), Numbots (KS1), Times Tables Rockstars (KS2), Purplemash and Google Classroom. Through these the children are able to complete set tasks, and/ or save their work virtually so that it can be shared both in school and at home with teachers and parents.

Security

All ICT equipment will be security marked and noted in the school inventory. Any equipment taken off site should be signed out in the office register. The ICT Technician will be responsible for regularly updating anti-virus software.

GDPR

This policy works inline with the Data Protection (GDPR) Policies. Parents will be made aware of the 'Acceptable Use policy' and Data Protection Policies. . All pupils and parents will be aware of the School Rules for Responsible Use of Computing and the Internet and will understand the consequence of any misuse. The agreed rules for Safe and Responsible Use of Computing and the Internet will be displayed in all Computing areas.

Inclusion

All should have equal access to ICT and Computing in order to develop their personal capability.

- When pupils are working in groups, we endeavour to ensure that their hands-on experience is equitable.
- The SEND Coordinator and Computing co-coordinator jointly advise teachers on the ICT and Computing support that can be provided to individual pupils with particular educational needs.
- Where appropriate an external specialist is used to assess a pupil's specific need.

Recording, assessment and reporting

As part of the curriculum resources assessment is ongoing, knowledge and skills based. Computing assessment is recorded using the skills progression statements through our whole school assessment tool. Each class has a whole class Computing book to record their learning highlights that will travel through the years with them.

Managing resources

The budget for Computing resources is supported by the new DfE Technology self-assessment and determined;

- annually on a formula basis
- through consultation with staff each year
- as part of a medium term (5 Yr) plan through discussion with staff, the School Development Plan and in line with results from audits and reviews carried out by SMT.

Continued professional development

We ensure that all staff has the appropriate skills to use ICT and Computing resources effectively through:

- Skills audits and appraisal
- Staff loan of equipment
- Continual professional development training programme supported by [NCCE (National Centre for Computing Education)](#).

Monitoring and review

The policy will be reviewed every two years with the aim of meeting any new developments and initiatives both nationally and locally.