

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



Computing Policy

March 2025

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& NOTTINGHAM
MULTI ACADEMY TRUST

VERSION CONTROL

DATE	AUTHOR	CHANGES
17/03/25	M Price	Added version control Updated values



Computing Policy

Vision and Values

Our Vision and Values

In our family, we have the courage to embody Jesus' love for us. We put others' needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles. The values which are most pertinent to this policy, alongside their links, are detailed below:

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In RE, love impels us to consider Christian perspectives on life, such as:

- putting others' needs above our own;
- acting with humility and without entitlement;
- supporting those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome

life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Aims

Our Vision and Aims: "Broadening horizons with love, laughter and learning."

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At St Mary Magdalene C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” (Jeremiah 29:11)

At St Mary’s, we understand that a high-quality computing education is essential for pupils to understand modern information and communication technologies (ICT), and for them to use these skills to become responsible, competent, confident and creative participants of an increasingly digital world.

Throughout this policy, we outline how we, as a school, will deliver the requirements of the key stage 1 (KS1) and key stage 2 (KS2) computing programmes of study, and to ensure that our pupils have the digital skills they need. We aim to inspire pupils to continue to learn and apply the skills they learn at secondary school, university, and beyond in the workplace.

The worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

- Develop the curriculum to address the needs and extend the fascinations of **all our** children
- Build curiosity and excitement through rich first-hand experiences and visits
- Nurture the aspirations and hopes of our children so they can achieve highly
- Ensure that all children make good or better progress
- Facilitate high quality training for staff to equip them with the skills to ensure that our children flourish.
- Develop children’s collaboration skills
- Ensure that children have a strong voice in every aspect of school life
- Afford special provision to ensure equity for children with disabilities or special educational needs

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) ‘National curriculum in England: Computing programmes of study’
- DfE (2017) ‘Statutory framework for the early years foundation stage’

This policy has due regard to the most recent version of the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy
- Social Media Policy
- E-safety Policy
- PSHE Policy

Roles and responsibilities

The subject leader is responsible for:

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- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Computing, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all Computing-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Organising staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of Computing to other curriculum areas, including cross-curricular and extra-curricular activities.
- Ensure web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.
- Ensure the 'Pupil device user agreement' is understood and signed by pupils yearly in accordance with safeguarding advice. (Differentiated agreements for EYFS, KS1 and KS2)

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Computing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.
- Ensuring key words with pictures/vocabulary for new computing topics are displayed to support all children within the classroom

The special educational needs coordinator (SENCO) is responsible for:

- Organising and providing training for staff regarding the computing curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Computing objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

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Through our Concept Curriculum here at St Mary Magdalene we have created a computing Progression Map which details exactly how our children's computing skills will develop throughout their learning journey in every year group/key stage. This can be found on the school's website [here](#). Every year group's [long-term plan](#) shows the computing that will be taught during each term. We will enable all pupils to:

Early years foundation stage (EYFS)

- *Use online activities with the support and permission of adults.*
- *Select and use technological devices to capture images, sounds and mark making.*
- *Understand that technology plays a role in our lives.*
- *Understand cause and effect.*

Key Stage 1

- *Ask adults before sharing information about themselves online.*
- *Know that people sometimes behave differently online.*
- *Understand the interconnected nature of the internet and how sharing information can be a good thing, but must be done so with boundaries to keep us safe.*
- *Combine media from multiple sources (within the classroom) to create a new piece of work digitally.*
- *Compose a simple set of instructions to complete a set task/purpose (algorithm).*
- *Understand when these instructions need to be altered or changed (debug).*

Lower Key Stage 2

- *Understand their responsibilities as a digital citizen.*
- *Recognise risk by thinking critically about the information they read online.*
- *Select and create digital media from pre-selected sources (by the teacher) to create a representation of a concept or data set.*
- *Combine algorithms to complete more complex tasks.*

Upper Key Stage 2

- *Think critically about the information they share with others (e.g. through social media, apps and games)*
- *Select, manipulate, edit and create digital media from a wide range of sources to create a representation of a concept or data set.*
- *Combine algorithms to complete more complex tasks.*

Curriculum Delivery

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- The core requirements of the KS1 and KS2 computing programmes of study, such as coding/programming, will be delivered through the Purple Mash scheme of work. The EYFS and KS1 will access computing through continuous provision, with some age-appropriate whole class teaching of key skills. KS2 will be taught computing during a dedicated weekly lesson.
- Online safety will be taught using a range of resources, including Project Evolve, Purple Mash and other freely available online resources, such as www.childnet.com.
- Online safety is taught termly across school, ensuring all key concepts are embedded and taught throughout EYFS, KS1 & KS2. Links are also made, where appropriate, to the school's PSHE curriculum with regard to the concepts of Safety and Relationships.
- The school sets Long Term Overviews which mirror and add detail to the Progression Map by setting out the length of time to be spent on each unit.
- An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 and KS2 primary computing programmes of study.
- Obsolete or broken machines are repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.
- A service level agreement (SLA) with Jasmine IT is in place to support the computing coordinator to fulfil this role.
- Web filters are kept up-to-date in order to ensure that pupils don't access inappropriate materials.

Assessment

- Pupils' knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our St Mary Magdalene Assessment Policy.
- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils. Class teachers will assess children's attainment after each lesson using O-Track.
- Pupils' work will be stored online using the Purple Mash storage facility. Class big books also record learning in computing through photographs, samples of work and pupils' reflective comments.

Monitoring and Evaluation

- We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.
- We will review this policy on an annual basis in line with our school policy review schedule.
- We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.