

Wheldrake with Thorganby CE Primary School

Computing Policy



Introduction

This policy sets out Wheldrake with Thorganby CE Primary School's aims, vision, and strategies for the effective delivery of Computing across the school. It outlines how Computing supports the wider curriculum, contributes to pupils' digital literacy, and prepares them to thrive in an increasingly digital world. The policy should be read alongside other key school policies, including Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND, Assessment, and Online Safety.

As with the rest of our curriculum, Computing is shaped around our Christian vision:

Love and encourage each other.

The Computing curriculum at Wheldrake with Thorganby CE Primary School is designed to give pupils the knowledge, skills, and understanding needed to use technology safely, creatively, and effectively. It aligns with the National Curriculum for Computing, covering the three key strands of Computer Science, Information Technology, and Digital Literacy. Given the rapid pace of technological change and emerging online trends, this policy will be reviewed annually at the start of each academic cycle, or sooner if significant updates are required to reflect statutory guidance, safeguarding expectations, or school priorities.

Aims

At Wheldrake with Thorganby CE Primary School, we believe every child has the right to a curriculum that champions excellence and supports them in achieving their full potential. We recognise the immense value of technology in not only delivering the Computing curriculum but also in enriching the wider curriculum and the day-to-day life of our school. Technology plays a vital role in equipping pupils with the skills they need to thrive in an increasingly digital world.

We believe that effective use of technology can enhance collaboration, deepen conceptual understanding, improve engagement, provide access to rich and varied content, and enable greater inclusion by meeting the needs of all learners. Our approach to Computing is therefore ambitious, creative, and inclusive, ensuring that children are equipped with the skills, knowledge, and confidence to use technology responsibly and effectively throughout their lives.

Our aims are to provide all pupils with a rich, relevant, and challenging Computing curriculum that inspires curiosity and creativity. We aim to teach children to become responsible, respectful, and competent users of technology and to understand the wider implications of digital innovation, including governance, legislation, and the ethical use of data. Pupils will be encouraged to use computational thinking both within and beyond Computing, applying it as a problem-solving approach across the curriculum.

We want pupils to develop secure skills in using a range of high-quality hardware, software, and unplugged resources, and to be able to apply this knowledge creatively and imaginatively. This includes equipping children with the strategies they need to benefit from the online world while minimising risks to themselves and others. Through online safety education, they will learn to navigate the digital environment with confidence, scepticism, and resilience.

We are committed to exceeding the minimum expectations of statutory requirements, drawing on government guidance for Computing and online safety. By doing so, we aim to foster critical thinking, reflective learning, and a positive, proactive attitude to technology. Ultimately, our goal is to prepare pupils to make meaningful contributions in a society where technology is ever-changing, empowering them to be lifelong learners who can adapt to new opportunities and challenges.

Safeguarding

At Wheldrake with Thorganby CE Primary School, online safety holds a high profile for all members of our community, including pupils, staff, parents, and governors. We are committed to ensuring that all stakeholders understand their roles in maintaining a safe digital environment and that the needs of our pupils are met through a comprehensive and proactive approach.

Our provision includes a relevant and up-to-date online safety curriculum that is progressive from Early Years through to Year 6. This curriculum is not only taught explicitly but is also threaded throughout other subject areas and embedded in the day-to-day experiences of our pupils, helping them to develop safe, responsible, and confident online behaviours.

Staff and governors receive regular, needs-based training to ensure they are confident in their understanding of current online safety challenges and that this knowledge directly benefits pupil outcomes. Pupil voice sessions, surveys, and learning walks are used to identify strengths, highlight areas for development, and steer future training priorities.

Strong home–school links are central to our approach. Parents and carers are kept informed of relevant online safety matters, policies, and agreements through regular communication. They are provided with practical advice, signposted to appropriate resources, and encouraged to contact school staff if they have any concerns about their child’s online experiences.

All pupils, staff, and parents are required to read and sign Acceptable Use Policies (AUPs), which are easily accessible and set out clear expectations for safe and responsible use of technology. Our Online Safety Policy, embedded within the wider Safeguarding Policy, outlines how monitoring is carried out and details the steps taken in the event of an incident or breach.

Technical systems, including filtering and monitoring tools, are in place to provide secure online access across the school. These systems are regularly reviewed to ensure they are effective yet not overly restrictive, striking the right balance between safety and enabling learning. In addition, our data protection policies set out clear procedures for keeping personal and confidential information secure, in line with statutory requirements and best practice.

Curriculum

At Wheldrake with Thorganby CE Primary School, we have chosen to follow the Purple Mash Computing Scheme. This carefully structured programme supports teachers in delivering fun, engaging, and challenging lessons that help raise standards and enable all pupils to achieve their full potential. The scheme not only meets but exceeds the expectations of the national curriculum for Computing, offering flexibility, strong cross-curricular links, and seamless integration with the 2Simple Computing Assessment Tool. It also provides high-quality supporting materials that build the confidence of all staff, including those less experienced in teaching Computing.

Early Years - In the Early Years Foundation Stage (EYFS), we believe that Computing should be delivered through a broad, play-based experience across a variety of contexts. ICT scenarios are embedded into role play and everyday experiences, giving children the chance to make meaningful connections to the real world. Pupils gain confidence, fine motor control, and language skills through opportunities to explore technology such as interactive whiteboards, tablets, and programmable toys. Outdoor learning is enriched with ICT tools which encourage problem-solving and collaboration. Recording devices further support the development of communication skills, particularly for pupils with English as an additional language, enabling them to share their ideas and learning.

Key Stage 1 - By the end of Key Stage 1, children will have a secure understanding of the fundamental concepts of Computing. They will begin to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Pupils will write, test, and debug simple programs and develop skills to organise, store, manipulate, and retrieve data in a variety of digital formats. They will also learn how to communicate safely and respectfully online, understanding the importance of keeping personal information private, and will be able to identify common uses of information technology beyond school.

Key Stage 2 - In Key Stage 2, pupils will build upon these foundations to develop greater independence, creativity, and critical thinking in their use of technology. They will design, write, and evaluate programs to accomplish specific goals, including the control or simulation of physical systems, and will solve increasingly complex problems by decomposing them into

smaller, manageable parts. Pupils will confidently use sequence, selection, and repetition in programs, work with variables and various forms of input and output, and generate appropriate inputs and predicted outputs to test their programs. Logical reasoning will underpin their ability to explain how algorithms work, as well as to detect and correct errors in both algorithms and programs. In addition, children will develop a secure understanding of computer networks, including the internet and its role in providing multiple services such as the World Wide Web. They will explore the opportunities networks and online platforms provide for communication, collaboration, and creativity, while being supported to engage with them safely and responsibly.

Assessment

At Wheldrake with Thorganby CE School, pupil attainment in Computing is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. This tool provides detailed exemplification for each key learning intention, enabling staff to make accurate judgements about attainment and progress.

Teachers keep precise records by entering data into the tool, which also supports the tracking of attainment over time. This tracking directly informs future planning, ensuring that teaching is responsive to pupil needs.

Children are encouraged to take an active role in assessment through self, peer and group evaluation, using collaborative online tools such as 2Blog in Purple Mash. Formative assessment is an integral part of every computing session, with pupils supported to reflect on their progress and understanding. Teachers use progression of skills documents to provide immediate and constructive feedback. Summative assessment is carried out in line with the whole-school assessment cycle (see Assessment Policy).

Inclusion

At Wheldrake with Thorganby CE Primary School, we are committed to ensuring that every child can achieve their full potential in Computing, regardless of ability, social or cultural background, or language needs. This includes pupils with special educational needs and disabilities (SEND), pupils with English as an additional language (EAL), and any child requiring additional support.

We place particular emphasis on the flexibility that technology provides in enabling pupils to access learning opportunities. Assistive technologies, tailored software, and adaptive approaches are embedded to support pupils with specific needs. Where appropriate, additional access to devices is provided during the school day and, in some cases, beyond the school day to ensure equity of access and opportunity.

The SENCO, Computing Leader and class teachers work collaboratively to adapt resources, curriculum content and teaching strategies so that all pupils can participate fully in Computing. We also recognise that some pupils, such as looked after children (LAC) or those with limited support networks outside school, may be more vulnerable online, and additional safeguarding measures are put in place to protect and guide them.

Monitoring, Evaluation and Feedback

At Wheldrake with Thorganby CE Primary School, the monitoring and evaluation of standards in Computing are the primary responsibility of the Computing Leader. Teachers are expected to maintain an online portfolio or track pupils' work using Purple Mash. These portfolios must

include evidence of learning across all areas of the Computing curriculum for each year group, enabling progress and attainment to be clearly demonstrated.

Monitoring takes place through a variety of approaches, including work scrutiny, learning walks, classroom observations, pupil and teacher voice activities, reflective teacher feedback, and learning environment checks.

Evaluation and feedback are central to raising standards. Recognised documentation outlining end-of-year expectations, as well as national standards for benchmarking Computing provision, are used to ensure accuracy and consistency. The Computing Leader provides written feedback following monitoring activities in a timely manner, highlighting strengths and identifying areas for development. Whole-school areas of improvement are shared and discussed during staff meetings and inset training, ensuring that outcomes from monitoring directly inform teaching practice and future planning.

Roles and Responsibilities

The Headteacher has overall responsibility for ensuring the Computing Policy and its associated policies, such as Safeguarding and SEND, are implemented effectively. Together with the Governing Body, the Headteacher ratifies the Computing Policy, Safeguarding Policy and the Computing Leader's Action Plan.

They are responsible for securing appropriate technical support and infrastructure maintenance contracts, approving CPD and training in line with the school's strategic plan, and setting and approving budget bids.

The Headteacher works with the Computing Leader to create a long-term vision for Computing, including future resource planning and expenditure forecasts. They also monitor the performance of the Computing Leader in relation to their role description and ensure that all government legislation is being met.

The Computing Leader is responsible for raising the profile of Computing across the school community. They monitor standards of teaching and learning, provide timely feedback to staff, and ensure that robust assessment systems are in place. They report regularly to the Governing Body, Headteacher and staff, maintaining overall consistency in standards across the school.

The Computing Leader audits staff CPD needs, provides day-to-day support, models effective practice, and shares innovative ideas and approaches. They keep up to date with national and local developments, attending training and benchmarking provision against nationally recognised standards. Action Plans and long-term visions for Computing are created in collaboration with the Headteacher, feeding directly into the School Development Plan.

The Computing Leader will liaise with the SENCO and Headteacher to ensure that online safety provision is robust and compliant with legislation. They also work with the Administration Staff to manage budgets, keep an up-to-date inventory of resources, oversee procurement of best-value resources, and ensure curriculum review and development are ongoing. In addition, they liaise with the Technician Team to ensure the smooth running of hardware, software and the school's IT infrastructure.

The Technician Team will carry out scheduled maintenance and updates, ensure network connectivity and stability, set up new devices and installations, and resolve technical faults in a timely manner. The role of the Technician Team includes monitoring filtering, virus protection and safeguarding systems, and administering online services such as the school website. They also support future planning by advising the Headteacher and Computing Leader on infrastructure development and projected costs.

The Administration Staff play an important role in supporting Computing provision. They assist with procurement of resources and technical services. They also support the technician team with data management where appropriate.

Health and Safety

At Wheldrake with Thorganby CE Primary School, we take all necessary measures to ensure staff and pupils understand the importance of health and safety when using technology.

Both staff and pupils are trained to handle electrical and digital equipment correctly, including safe procedures for powering devices on and off.

Pupils are regularly reminded of the dangers associated with electricity and taught to recognise warning signs that indicate unsafe equipment or environments. Clear signage and safety displays are placed strategically around the school to reinforce these messages and act as visual reminders.

Equipment is routinely checked to ensure it is safe to use, and any faults are reported immediately to the school administration staff. Staff supervise the use of all equipment and ensure that health and safety procedures are consistently followed. Regular updates and refresher training are provided so that safety practices remain current and effective.

Policy Review

This policy will be reviewed annually, and sooner if there are significant changes to statutory guidance, safeguarding expectations, curriculum requirements, technology, or local risk (e.g., incident trends, new platforms).

Interim updates may be issued by the headteacher and DSL, with governing body oversight, to ensure alignment with Keeping Children Safe in Education, data protection law, and related school policies (Safeguarding, Behaviour, Curriculum, Assessment).

Each review must draw on incident logs, monitoring reports, technical audits (filtering/monitoring), staff and pupil voice, and training evaluations, with outcomes communicated to staff, governors, parents/carers, and pupils as appropriate.