Southglade Primary & Nursery School

Computing Policy

2025-26

Our Vision Statement/ Intent

At Southglade Primary School, we believe that computers are valuable tools that are used to further enhance the curriculum already in place within the school. We believe the computer acts as another resource in the classroom and enables another teaching approach, which we can use to stimulate and inform the learner. It is an essential tool for supporting the children's learning. All technologies- inclusive of computers, iPads and other digital technologies- are good motivators, which can heighten pupil's interest and enjoyment, especially in those subjects children find difficult. Information Technology can also provide opportunities for teachers to extend the basic curriculum by embracing it fully in their teaching. 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 appropriate ICT resources effectively as powerful tools for teaching and learning.

Aims

- To enable children to become independent users of ICT, gaining confidence and enjoyment from their ICT activities.
- To develop a whole school approach to ICT ensuring continuity and progression in all strands of the ICT National Curriculum and the Technology aspect within the Revised Early Years Foundation Stage Framework.
- To use ICT as a tool to support teaching, learning and management across the curriculum • To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.

Implementation

The Computing Curriculum

Each class is allocated time with the iPads. We ensure that delivery of computing is linked to subjects and takes on board the statutory requirements of other curriculum subjects. IPads can be moved into any classroom which encourages research and allows for the creative use of computing in all subjects. In addition to this, we also encourage the use of apps such as green screen and animation that help to enrich our curriculum and engage the children.

Each class is allocated a time in the timetable to accomplish their computing objectives. Each class can be allocated additional time to apply the use of computing to other subject areas. Years 4, 5 and 6 have an additional 30 laptops each that are used creatively across the curriculum.

Early Years

It is important in the Early Years Foundation Stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play. 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 ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage One

Children should understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. In addition, they should be able to write and test simple programs. Children should use logical reasoning to predict the behaviour of simple programs in computing. They should organise, store, manipulate and retrieve data in a range of digital formats. It is important that children should communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond School.

Key stage 2

Children should be able to design and write 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; generate appropriate inputs and predicted outputs to test programs. They should use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. Children will understand computer networks including the Internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration. Children are able to describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. They select, use and combine a variety of software (including Internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Teaching and Learning

Pupils are taught within the whole class, regardless of ability or SEND. Teachers use the skills ladders to plan appropriate activities for children on alternative curriculums and by matching the challenge of the task to the ability of the child.

Planning

In Computing there is no formal paper planning required.
In Foundation Stage, computing is taught within the context of the Early Learning Framework through 'Barefoot Computing.' Across Key Stage One and Two, computing is taught from the Teach Computing scheme of work for at least one hour per week.
Progression ladders should be utilised alongside 'Teach Computing' to ensure work is suitably challenging. Computing is appropriately differentiated to allow all groups of learners to maximise their progress.

Progression

Computing skills ladder are used from Year 1 - Year 6. Teachers use this ladder to ensure activities build on pupil's prior learning. Skills ladders ensure that pupil's skills are constantly challenged as they move up through school.

Impact

Assessment and feedback

Children are assessed using the 'Teach Computing' scheme alongside our skills ladders to assess the children's progress. Mini Quizzes are available to track pupil progress in computing in some of the units of work within the Teach Computing Scheme of work. Kahoot quizzes are used to assess children's understanding at the end of each unit, this data is then collated by the Computing lead.

Monitoring

Monitoring is the responsibility of the Computing Lead. Monitoring of computing includes (in accordance with whole school monitoring schedule): learning walks, teacher planning, pupil's work within whole scrap books and on student share, pupil voice and staff voice. Feedback and areas for development identified because of monitoring are fed back to staff and senior leaders as soon as possible.