

Terling C of E (Aided) Primary School

Computing Policy



Flourish and Shine in all that we do
“Those who are wise will shine like the brightness of heavens”
Daniel 12:3

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Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Terling Primary School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Computing Intent

At Terling Primary School, we intend for our children to gain:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethnic integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data defectively.

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.

Online safety

Online safety has a high profile for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum, which is progressive from Early Years to the end of Year 6.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy and cybersecurity policy clearly states how monitoring of online safety is

undertaken and any incidents/infringements to it are dealt with.

- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Annual online safety workshops for pupils, staff and parents with EST (The two John's) or other provider.
- Filtering and monitoring systems for all our online access.

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6 with Reception using the 'Mini Mash' resource. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

By the end of 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 a sequence of instructions.
- write and test simple programs.
- organise, store, manipulate and retrieve data in a range of digital formats.
- communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils should be taught 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
- use logical reasoning to explain how a simple algorithm works 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
- 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

- 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.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. A service level agreement with DL Solutions is currently in place to help support the subject leader to fulfill this role both in hardware & software. Computing network infrastructure and equipment has been sited so that:

- Every classroom from Reception to Y6 has a computer or laptop connected to the school network
- Each teacher has a teacher iPad.
- There is an iPad Sync & Charge cabinet in school containing 16 USB ports
- There are 24 laptops and a charging/ storage trolley
- Internet access is available in all classrooms.
- The Computers and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use.
- Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher. They all have a personal login so usage monitoring can occur.
- The school has a computing technician who is in school once a fortnight
- The Chair of Governors has an overview of filtering and monitoring systems in place

Planning

The school will be using Purple Mash to support the teaching of computing. Purple Mash fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing. Pupil progress towards these objectives will be recorded by teachers as part of the school recording system.

A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are affected.

Assessment and record keeping

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the Purple Mash curriculum to assess computing each term. Assessing computing is an integral part of teaching & learning and key to good practice.

Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved.

We assess the children's work in computing by making informal judgments as we observe the children

during lessons. Once the children complete a unit of work, at the end of a term, we make a summary judgment of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit.

We record the assessments on the Purple Mash Computing Assessment Tool for Years 1 to 6. We use the assessments to use these to plan future work, provide the basis for progress and to communicate with the pupil's future class teacher(s).

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Pupils with special educational needs (see also SEN policy)

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils.

We teach IT and computing to all children, whatever their ability. Computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of computing we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate IT can be used to support SEN children on a one to one basis where children receive additional support.

Equal opportunities (see also equal opportunities policy)

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy.

The role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- provide colleagues opportunities to observe good practice in the teaching of computing.
- maintain resources and advise staff on the use of digital tools, technologies and resources.
- monitor classroom teaching or planning following the schools monitoring programme.
- monitor the children's progression in computing, looking at examples of work of different abilities.
- manage the computing budget.
- keep up-to-date with new technological developments and communicate information and developments with colleagues
- lead staff training on new initiatives.
- attend appropriate in-service training

- have enthusiasm for computing and encourage staff to share this enthusiasm.
- keep parents and governors informed on the implementation of computing in the school.
- liaise with all members of staff on how to reach and improve on agreed targets
- help staff to use assessment to inform future planning.

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum.

They will plan and deliver the requirements of the National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding, and create effective learning environments.

The class teacher will also:

- secure pupil motivation and engagement
- provide equality of opportunity using a range of teaching approaches and techniques
- use appropriate assessment techniques and approaches
- set suitable targets for learning as outlined in the inclusion policy.
- maintain up to date assessment records.

Staff training

The computing subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year.

Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the subject leader.

Teachers will be encouraged to use IT and computing to produce plans, reports, communications and teaching resources.

Health and safety (see also health and safety policy)

The school is aware of the health and safety issues involved in children's use of IT and computing.

All electrical equipment in school is tested by an external contractor every twelve months.

It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, visitors running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the subject leader, computer technician, bursar or head teacher who will arrange for repair or disposal.

In addition:

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment

- liquids must not be taken near the computers
- magnets must be kept away from all equipment
- e-safety guidelines will be set out in the online safety policy

Security

We take security very seriously. As such:

- online safety is at the forefront of every computing lesson
- the computing technician will be responsible for regularly updating anti-virus software.
- use of IT and computing will be in line with the school's 'acceptable use policy'.
- Appropriate filtering and monitoring systems are in place.
- parents will be made aware of the Online Safety policy which is available on the school website.
- all pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.
- the agreed rules for safe and responsible use of IT and computing and the internet will be displayed.
- Software/apps installed onto the school network server must have been vetted by the teacher for suitable educational content before being purchased and installed. No personal software is to be loaded

Cross curricular links

As a staff we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding.

Parental involvement and Home School Links

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding online safety and encouraged to promote this at home.

Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Parent mail is used to keep parents up to date and informed as an addition to sending letters home with children.