AMBERLEY PRIMARY SCHOOL

Computing Policy

Agreed: September 2026

Review date: September 2027

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of and with computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with our scheme of work for computing; a combination of North Tyneside Computing units and Teach Computing units, which sets out in detail what pupils in different classes and year groups will be taught and how computing can facilitate or enhance work in other curriculum areas.

This document is intended for:

- All teaching staff
- All staff with classroom responsibilities School governors
- Parents
- Inspection teams
- Copies are of this policy are kept centrally and are available from the Headteacher and the subject leaders.

Introduction

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 enable them to use the appropriate resources effectively as powerful tools for teaching & learning, for example: iPads, tablets, Microbits, Spheros, laptops.

Aims

- To enable children to become autonomous, independent users of computing, gaining confidence and enjoyment from their activities
- To develop a whole school approach to computing ensuring continuity and progression in all strands of the computing National Curriculum
- To use computing as a tool to support teaching, learning and management across all areas of the curriculum
- To provide children with opportunities to develop their computing capabilities in all areas specified by 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
- To maximise the use of computing in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- A continuity of experiences throughout the school, using a systematic, progressive curriculum.

- That the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage.
- That all children have access to a range of ICT resources.
- That computing experiences are focused to enhance learning and that cross curricular links are exploited where appropriate.
- That children's experiences are monitored and evaluated.
- That resources are used to their full extent.
- That resources and equipment are kept up to date as much as possible and that staff skills and knowledge are kept up to date.

British Values within Computing

Children at Amberley Primary School demonstrate the following values whilst learning about Computing by:

Democracy

● Listening to everyone's ideas in order to form a majority.
● Working as part of a team and collaborating to use computing devices effectively.

Rule of Law

● Developing knowledge of lawful computing behaviours.
● Demonstrating respect for computing laws.

Individual Liberty

● Taking responsibility for our own computing behaviours.
● Challenging stereotypes and bias.
● Exercising rights and personal freedoms safely through knowledge of online safety.

Respect and Tolerance

● Showing respect for other cultures when undertaking research using computing devices.
● Providing opportunities for pupils of all backgrounds to achieve in computing.

Curriculum Development & Organisation

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- 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.

(Computing Programmes of study, National Curriculum in England, Dfe.)

Computing planning is to be used to form the medium term plan and short term plans for computing on which are:

Learning objectives, activities, vocabulary and assessment. Adaptations are made to ensure the plan is progressive in developing pupil capability.

Each class is allocated time using the laptops or iPads to help follow this scheme of work.

Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, should have the opportunity to develop computing and ICT capability. We aim to respond to children needs and overcome potential barriers for individuals and groups of children by:

● Ensuring that all children follow the scheme of learning for Computing.
● Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
● Providing suitable challenges for more able children, as well as support for those who have emerging needs.
● Responding to the diversity of children's social, cultural and ethnographical backgrounds.
● Overcoming barriers to learning through the use of assessment and additional support.
● Supporting children with communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.
● Supporting children with movement or physical difficulties by developing computing skills through utilising their individual strengths.
●Supporting children with behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working.
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support.
- Different outcomes expected

The computing coordinators will review teachers' ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the successful development of computing.

Online Safety

See separate policy.

Assessment

Computing is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the scheme of work. These are conducted informally by the class teacher and are used to inform future planning. A record of each lesson is created using a teacher assessment tool using their individual iPads, in which 2/3 members of a class are asked to show their work and answer questions about the lesson.

Activities are planned throughout the unit of work to enable summative assessments to take place where children's

ICT capability is assessed. This work is to be stored in physical form or electronic form by the class teacher. Electronic evidence will be stored in each class's folder on the schools shared area in a write protected file. At the end of each unit, teachers will assess each child as red, orange or green. At the end of the school year teachers will assess the children and give them a Sonar step.

Inclusion

We recognise computing offers opportunities for pupils e.g. those with special educational needs, gifted and talented children, children with English as an additional language. Computing can cater for the variety of learning styles which a class of children may possess.

Using computing can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Senior Management

The overall responsibility for the use of ICT rests with the senior management of a school. The Head, in consultation with staff:

- determines the ways computing should support, enrich and extend the curriculum; decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that ICT is used in a way to achieve the aims and objectives of the school; ensures that there is an computing policy, and identifies an computing co-ordinator.

Computing Coordinators

There are designated computing Co-ordinators to oversee the planning and delivery of computing within the school.
The coordinators will be responsible for:

- raising standards in computing as a national curriculum subject.
- facilitating the use of ICT across the curriculum, in collaboration with all subject coordinators providing or organising training to keep staff skills and knowledge up to date.
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- monitoring the delivery of the computing curriculum and reporting to the Headteacher on the current status of the subject.

The Subject Coordinator

There is a clear distinction between teaching and learning in computing and teaching and learning with computing.

Subject coordinators should identify where ICT should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their computing study and are applying those skills within the context of another curriculum subject. Subject coordinators work in partnership with the computing coordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of computing capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in computing.

Monitoring

Monitoring computing will enable the coordinators to gain a good overview of the teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development. In monitoring of the quality of computing teaching and learning the coordinator will:

- Scrutinise plans to ensure full coverage of the computing curriculum requirements
- Analyse children's work
- Observe computing teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data

There is an annual review of this policy by the computing coordinator.

Health & Safety

We will operate all ICT equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

The school has an alarm system installed throughout. Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto school computers.

Effective and efficient deployment of ICT resources

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. Children have access to iPads and laptops which are available for staff to use in their Computing sessions. All classrooms have interactive whiteboards available at all times. A consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licenses and available on all curriculum computers in school. A curriculum 'peer to peer' network enables internet access on all machines as

well as storage and access to shared files.

Use of Artificial Intelligence (AI) Technology

At Amberley Primary School, we recognise the potential benefits of AI technologies in enhancing teaching and learning. However, the use must align with our commitment to safeguarding and delivering a high-quality education.

Staff Usage: AI technologies may be used by staff to support lesson planning, resource creation, and administrative tasks. However, all AI-generated content must be thoroughly reviewed and checked by a member of staff to ensure accuracy, appropriateness, and alignment with the school's curriculum and values.

Children's Access: To ensure the safety and well-being of all pupils, children are not permitted to access or interact directly with AI technologies. This measure safeguards against exposure to potentially inappropriate or inaccurate content and ensures that learning remains guided by qualified educators.

This policy will be reviewed periodically to account for technological advancements and their implications for education and safeguarding practices.