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# COMPUTING POLICY

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**BUTTSBURY  
PRIMARY SCHOOL**

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AN ACADEMY SCHOOL

<b>Approved by:</b>	Full Trust Board
<b>Last reviewed on:</b>	Summer 2025
<b>Next review due by:</b>	Summer 2028

## **Introduction**

This policy document sets out the school's aims, principles and strategies for the delivery of Computing for learning and teaching and management purposes. It will form the basis for the development of computing in the school over the next three years.

### **What do we understand by the term Computing?**

As of 2014, the National Curriculum changed the subject from ICT to Computing as the ICT curriculum focused too heavily on office skills and did not allow pupils to develop knowledge that enables technical innovation. As well as being an important curriculum requirement and tool for the enrichment of teaching and learning, the ability to use technology effectively is a vital life skill in modern society.

We interpret the term 'Computing ' to include the use of computers, tablets, cameras to acquire, organise, store, manipulate, interpret, communicate and present information. Computing is also seen by the school as an important communication aid towards effective management within the school.

### **The school's aims**

Our aim is to develop staff and children who are confident, responsible and effective users of technology both within Computing lessons and across the curriculum.

### **Intent**

At Buttsbury Primary School the intent of our Computing curriculum is to equip children with the knowledge and skills to independently, confidently and safely master a range of hardware and software as consumers and creators. Digital technology plays a prominent role in our everyday lives so it is important that we educate children to be responsible and considerate users of technology. Keeping safe online and offline is paramount and we ensure the children learn how to keep safe when using the Internet.

### **Implementation**

We have a broad and balanced Computing curriculum at Buttsbury Primary School where children are given the opportunity to master their learning by 'applying what they have learnt to a new situation'.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Computing include: Digital Communication and Sharing Information; Collecting, Analysing, Evaluating Real World Data; Control and Programming; Producing and Editing Media; and Modelling and Simulations. All children receive at least one Computing focused lesson per week. Computing is also taught across the curriculum.

At Buttsbury Primary school, Computing lessons may include:

- Collaborative learning
- Online and offline lessons

- Development of computational thinking (e.g. abstraction, decomposing, debugging)
- PRIMM principles (Predicting, Running, Investigating, Modifying and Making)
- Teaching of online safety in context
- Development of core, transferable skills
- Access to a variety of hardware and software

### **Impact**

Our curriculum results in a fun and engaging Computing education in which children are able to work autonomously, confidently and responsibly with a range of technologies and applications. Children are able to apply their knowledge and skills to express themselves responsibly through a range of digital devices both online and offline. As a result of our Computing curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school and at home.

### **Early Years Foundation Stage (EYFS)**

During the Early Years Foundation Stage, young children are given opportunities to develop their computational skills within the Early Learning Goals for Understanding the World. They become familiar with different forms of technology and its uses through a range of adult led and child led activities. They explore a range of technology, such as computers, laptops, Chromebooks, iPads and programmable toys, as well as a variety of software and apps. The children learn how to stay safe when they use devices that connect to the internet and learn what a reasonable amount of screen time looks like.

### **Roles and responsibilities of the Computing subject leader**

The following responsibilities are carried out by the Computing subject leader:

- Reviewing the Computing policy
- Identifying what technology support is needed by individual staff and providing/organising CPD as appropriate.
- Liaison with feeder schools and or receiving schools
- Keeping up to date with developments within the subject
- Ensure Computing progression
- Ensuring continuity between year groups
- Curriculum development

### **Access to ICT**

Our IT equipment is deployed in the following way:

- Each class teacher has access to a laptop, which is networked
- Networked computers in the computer suite and mobile laptops/Chromebooks.
- Class sets of iPads and laptops.
- Colour printer facilities are available in the photocopying room, office (Infant site) computer suite, the library and the Year 4 and 5 areas (junior site).
- Programmable devices (e.g. Bee-bots, Pro-bots other programmable devices).
- Each classroom has its own visualiser, CleverTouch board and camera.
- Control and data logging equipment is available in and stored in the appropriate Year Groups.

In addition,

- Children are able to access our IT facilities as part of the CAT Club which takes place after school; interventions such as touch-typing; homework club and Computing club which takes place at lunch time.
- For management and administrative purposes IT equipment and software is available and is located in the offices.

### **Online Access**

- The school encourages use by children of the rich information resources available on the Internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental in the society our children are entering.
- The school expects that all staff will investigate the possibilities of using such information where appropriate within the curriculum and that staff will provide guidance and instruction to all children in the appropriate use of such resources. Staff must ensure that all information published on Intranets/ Internet does not contain information that is likely to compromise a pupil or member of staff.
- All members of staff need to be aware of the possible misuses of on-line access and their responsibilities towards children. The school will use firewalled services to try to ensure that undesirable material is unavailable to children (filtering and monitoring).
- The school uses the CEOP guidelines for Internet use by children. All staff are responsible for explaining the rules and their implications. However, independent pupil use of telecommunications and electronic information resources is not advised and will only be permitted upon submission of permission and agreement forms by parents of children and by children themselves. To that end the school supports and respects each family's right to decide whether or not to apply for independent access.
- The school complies with all appropriate legislative requirements such as those contained in the Data Protection and Computer Resources Acts.

### **Use of digital and video images**

The development of digital imaging technologies has created significant benefits to learning, allowing staff and children instant use of images that they have recorded themselves or downloaded from the internet. However, staff, carers and children need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- When using digital images, staff should inform and educate children about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- The recording and distribution of videos or digital images of children at school events should strictly comply with the school GDPR policy guidelines.

- Staff are allowed to take digital or video images to support educational aims, but must follow school GDPR policies concerning the sharing, distribution and publication of those images. Those images should be deleted once they are of no more use.
- Photographs published on the website, or elsewhere that include children will be selected carefully and will comply with the school GDPR policy on the use of such images.

### **Equal opportunities**

- All should have equal access to technology in order to develop their personal technology capability.
- When children are working in groups, we endeavour to ensure that their hands-on experience is equitable.
- The SENCO and Computing subject leader jointly advise teachers on the technology support that can be provided to individual children with particular educational needs.
- Where appropriate an external specialist is used to assess a pupil's specific need.
- Where appropriate resources are provided to support a pupil with a specific need.

### **Recording, assessment and reporting**

- Our school practice for Computing reflects the school's policy on recording, assessment and reporting.
- Children are assessed in Computing as:
  - Having met National Curriculum expectations for their year group
  - Working within Age-Related Expectations (EXS)

Not meeting National Curriculum expectations for their year group

- Working Towards Age-Related Expectations (WTS)
- Growing Development (PKG)

Exceeding National Curriculum expectations for their year group

- Working at Greater Depth (GDS)

### **Managing resources**

The budget for Computing resources is determined:

- annually
- through long term budgetary arrangements to meet new and emerging concerns and the purchase and deployment of hardware is determined
- through discussion with staff

Software resources are identified, acquired, updated and deployed through

- discussion with staff each year
- audits and reviews

We ensure that all staff have the appropriate skills to use computing resources effectively through:

- Skills audits and appraisal
- Staff loan of equipment
- Continual professional development training based on identified needs

### **Mastery**

Effective mastery in Computing encourages all pupils to consider the real-world application of the subject, both in and out of school. Children are able to apply their skills and knowledge that they have learnt in Computing lessons and apply these independently.

Open-ended questioning and investigations during lessons ensures that pupils can develop problem-solving skills, logical thinking and demonstrate resilience when the task is demanding.

Pupils who are demonstrating mastery in Computing are able to select from a range of high-quality technologies and multimedia devices to complete their task and explain their choices to others.

As a result of this, pupils have a resilient attitude towards Computing and its applications across a wider curriculum. They are able to confidently use a range of IT resources and develop their analytical minds through research, investigations and collaborative learning.