Robert Peel Primary School

Computing Policy 2025

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Computing Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. Computing Vision

At Robert Peel, we believe that Computing and ICT skills will help prepare our children 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 ICT is an important tool in both the society we live in and in the process of teaching and learning. Computing and ICT skills are a major factor in enabling children to be empathetic, creative and independent learners. Robert Peel's children use technology to find, explore, analyse, exchange and communicate information responsibly, creatively and critically. We also understand and are empathetic to the ever-evolving dangers that use of ICT resources can present to children as they begin to participate in the modern world. This technology is used by children in structured computing lessons and within the teaching of the wider curriculum, ensuring children are given opportunities to develop fluency of skills. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources, as well as how to observe safe practice to protect themselves and others when doing so. Our vision is for all members of our school community to become confident and safe users of ICT, with the skills and knowledge to use appropriate ICT resources effectively as powerful tools for teaching and learning. We would also like the children to be able to apply these skills to new tools and software that they may encounter in the future.

3. Computing Implementation

Curriculum Design & Coverage

<table>
<tr><th></th><th>Aut 1</th><th>Aut2</th><th>Spr 1</th><th>Spr 2</th><th>Sum 1</th><th>Sum 2</th></tr>
<tr><td>Nursery</td><td colspan="6" rowspan="2">Understand the importance of staying safe on the internet and know who to talk to if something worries you</td></tr>
<tr><td>Reception</td></tr>
<tr><td>Year 1</td><td>Online Safety and Exploring Purple Mash</td><td>Grouping and Sorting</td><td>Pictograms / Lego Builders</td><td>Maze Explorers / Animated Story Books</td><td>Coding</td><td>Spreadsheets / Technology Outside School</td></tr>
</table>

Year 2	Online Safety / Coding	Spreadsheets	Effective Searching / Questioning	Creating Pictures	Making music	Presenting Ideas
Year 3	Online Safety / Coding	Spreadsheets / Touch Typing	Email / Branching Databases	Simulations / Graphing	Presenting (PowerPoint)	Presenting (Google Slides)
Year 4	Online Safety / Coding	Spreadsheets	Writing for Different Audiences / Logo	Animation	Effective Searching	Hardware Investigations / Making Music
Year 5	Online Safety / Coding	Spreadsheets	Databases	Game Creator / 3D Modelling	3D Modelling / Concept Maps	Word Processing (MS Word and Google docs)
Year 6	Online Safety / Coding	Spreadsheets	Blogging / Text Adventures	Networks / Quizzing	Binary	Spreadsheets (Google Sheets)

Teaching & Learning of Computing

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 Subject Leader will review teachers' computing plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT and follow the school's progression grids.

School Vision Promoted through Computing

The school's vision is promoted in the subject of computing via the teaching of key skills that will enable learners to move forward confidently in further education and beyond. These skills range from being able to navigate the internet safely, being able to identify dangerous links and websites, and to being able to collate, display and present data and information. Learners will develop and build upon new methods of communication that will enable them to potentially take advantage of and explore new opportunities. Independence and resilience is fostered via the teaching of problem solving and troubleshooting, showing learners that they are able to resolve a multitude of issues that can arise in the modern world.

Curriculum Connections in Computing

The use of Chromebooks and iPads are used to enrich other areas of the curriculum in a variety of ways, including:

- Publishing quality writes in Literacy.
- Number skills via app based platforms.

- Creating pieces of artwork using e-resources to support learning within certain foundation subjects.
- Use of online search engines to research facts and information in a variety of lessons including history, science and geography.

Enrichment Experiences in Computing

Enrichment experiences within computing include external speakers visiting the school to help educate around the subject of e-safety.

Computing Language Development

At the start of a new unit, children will revise and revisit subject specific vocabulary in the form of online quizzes and teaching input. This terminology, aligned with the computing curriculum, will develop as the children progress through the school.

See separate Purple Mash document outlining language progression.

Community, Cultural & Global Learning through Computing

As part of our ongoing teaching within the computing curriculum, and specifically e-safety, we regularly revisit and discuss the safe use of electronic devices, apps and the internet. This is covered at the beginning of each new academic year so the children feel supported with the use of technology both at school and at home. In February every year, we mark Safer Internet Day through the use of class discussions and activities.

4. Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Team teaching and example lessons
- Monitoring and scrutiny of weekly plans
- INSETs and Staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in computing
- Reporting to the Governing Body
- Supporting new staff and providing guidance and training, when necessary

5. Resources in Computing

- The school acknowledges the need to continually maintain and update its ICT resources and to make progress towards a consistent, compatible system by investing in resources that will effectively deliver the strands of the National Curriculum and support the use of ICT and Computing across the school.
- 'NP ICT' are contracted to provide support with technical issues on site. There is a log for teachers/support staff: teachers are required to inform the ICT technician of any faults as soon as they arise. Computing and ICT resources, located in the ICT store, should be returned when not in use. Individual teachers are responsible for checking equipment before each use and ensuring that it is suitable and ready.

- Every classroom from Nursery to Year 6 has a laptop connected to the school network and an interactive whiteboard with sound and DVD facilities.
- Laptops, IPads and Chromebooks are timetabled for use during the school day, as part of ICT and computing lessons and for cross curricular use. Early Years have their own set of I-pads to use through the day.
- The ICT and computing technician is in school on a weekly basis.
- Every class has a camera and visualiser to use throughout the school day.
- We use Purple Mash as our scheme for teaching computing and the 2Simple programs. Every child has a Purple Mash log on and saves their work on this platform.

6. Health & Safety in Subject

Safety within the subject of computing is monitored and controlled, both physically and electronically. The physical controls in place are listed below:

- The server room is locked when not in use.
- All equipment, including iPads and Chromebooks are locked away when not in use.
- The children do not have unsupervised access to electronic equipment.

The electronic controls are listed below:

- The school has a firewall in place to filter and monitor incoming and outgoing traffic, in accordance with the school's policies.
- All school equipment is password encrypted.
- The school has a computing policy that governs the teaching and learning of the subject. This can be located on the school's website at https://www.robertpeelprimaryschool.org/computing/
- A daily alert is raised and sent to the school's senior leadership team that catalogues and categorises all activity that has taken place using the school's equipment and network.

7. Assessment, Recording & Reporting of Computing

- Feedback is given mainly through verbal comments and discussion.
- Peer group strategies are used to provide effective feedback, for example, during discussion or when setting tasks to highlight an understanding of particular concepts that a piece of software uses.
- Self-Evaluation or Peer-Evaluation is given against a check list of success criteria.
- Children's work can be displayed on IWB screen and children can give peer feedback orally.
- Written comments on a project at the end of a unit identify how the child has applied the skills they have learnt.
- Teachers can add comments to a child's work to help move their learning on (e.g. PowerPoints such as 'Go back and animate your slides'). These comments will later be deleted by the child once they have acted on them
- Teachers will use assessment tools on the Purple Mash scheme to evaluate children's learning against the success criteria which link to the school's progression grids
- Teachers carefully plan paired tasks to ensure that children of all abilities achieve their learning objective
- Individual assessment tasks are also used.

8. Provision in Computing

We recognise ICT offers particular opportunities for our children with special educational needs, gifted and/or talented children and/or children with English as an additional language or those who are disadvantaged for example. ICT caters for the variety of learning styles which a class of children may possess.

Using ICT 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 children 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.