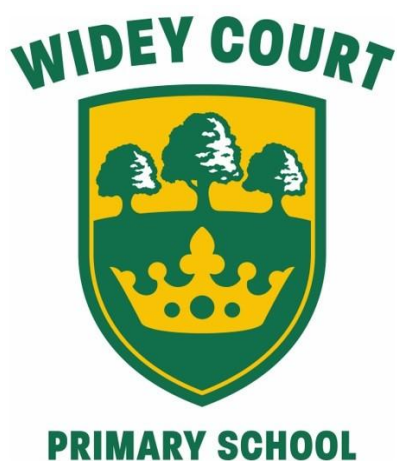


WIDEY COURT PRIMARY SCHOOL

Computing Policy



<i>Policy reviewed on:</i>	<i>September 2026</i>
<i>Date of next Review:</i>	<i>September 2028</i>
<i>Who reviewed this policy:</i>	<i>Mrs Carney</i>

Widey Court Primary School

Computing Policy

What is 'Computing'?

The National Curriculum Purpose of Study states that:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Whilst the Computing Curriculum has an increased focus on Computer Science including developing pupils' programming skills and their understanding of what happens 'behind the scenes', it is important that they also continue to develop their Digital Literacy and e-safety capability and our school curriculum is designed to reflect this.

The School's Computing Curriculum

As a school, we embrace the national vision for Computing and appreciate that, to achieve this, pupils must have access to a curriculum which is 'balanced and broadly based'. We currently base our teaching on the NCCE Teach Computing Curriculum.

Our aim is to produce learners who are confident, discerning and effective users of technology and who also have a good understanding of computers and how computer systems work, and how they are designed and programmed+.

We strive to achieve this aim by:

- supporting all children in using technology with purpose and enjoyment
- Meeting, and building on the minimum requirement set out in the National Curriculum as fully as possible and helping all children to achieve the highest possible standards of achievement
- Helping all children to develop the underlying skills and capability which is essential to developing Computing capability (such as problem solving, perseverance, learning from mistakes) and apply them elsewhere
- helping all children to develop the necessary skills to exploit the potential of technology and to become autonomous and discerning users
- helping all children to evaluate the benefits and risks of technology, its impact on society and how to manage their use of it safely and respectfully.
- using technology to develop partnerships beyond the school

- celebrating success in the use of technology.

At Widey Court Primary School, teachers are encouraged to progressively develop pupils' Computing skills and capability through discrete learning opportunities, and also to exploit this capability as a tool to support objectives in other curriculum areas meaningfully. These links include, but are not limited to, the use of a range of digital devices in a wide range of contexts. Both plugged and unplugged learning opportunities are planned to support pupils' understanding of the underlying concepts in Computing. These opportunities may well be presented within other subject areas where possible.

In this way Computing and the use of technology become integrated into the curriculum and are used as a truly beneficial tool for learning.

At Key Stages 1 and 2 the school's Computing curriculum is organised into the following aspects:

- Algorithms
- Computer Networks
- Computer Systems
- Creating Media
- Data and Information
- Design and Development
- Effective use of tools
- Impact of technology
- Programming
- Safety and Security

These themes are mapped in a long term plan for the whole school.

Teaching and Learning Approaches

When delivering the National Curriculum for Computing, teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning approach for the class, groups of pupils or individual pupils.

Approaches and strategies used may include:

- an 'unplugged' approach in order to develop their understanding of some of the underlying concepts of Computer Science
- 'plugged' activities which allow pupils to practise and demonstrate their levels of understanding.
- using presentation technology to demonstrate something to a group of pupils or the whole class
- leading a group or class discussion about the benefits and risks of technology
- individual or paired work
- collaborative group work
- pupil led demonstrations / peer mentoring. NB - Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.
- differentiated activities planned to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
- teacher intervention where appropriate to support a pupil, reinforce an idea, teach a new point or challenge pupils' thinking.

Access and Inclusion

Each pupil's access to technology varies greatly dependent on the nature of the activity they are involved in (e.g. some activities benefit from prolonged access to a computer whilst other are best served with brief access to a digital device for a focussed purpose). However, on average, pupils have [time allocation] allocated to Computing each week / half term / term using a mixture of unplugged activities and the following technology:

- ICT Suite
- iPads
- Programming equipment

In addition to discrete Computing sessions, opportunities to develop and extend Computing capability are provided in other curriculum areas and technology is used to support other subject areas.

Children with access to technology at home are encouraged to use it for educational benefit and online safety guidance is offered to both pupils and parents where appropriate. The school has identified those pupils who have limited or no access to appropriate technology outside of school and provide additional opportunities for these pupils to gain access during the school day / after school.

Health and safety

Both staff and children are aware of the need for health and safety to be kept in mind when using technology. Signs displaying relevant warnings are displayed around the school and regular attention is drawn to the issue of safe use of equipment. In particular, the following safety issues have been considered when using technology in school:

Comfort - users should be comfortably positioned with easy access to all equipment.

Space - There should be enough space around a workstation including special educational equipment and peripherals.

Seating – this has been chosen so that it is the correct height for knees to fit comfortably under the desk.

Monitors - These should be moved to suit the needs of the users.

Keyboards - Users should have the option to have their keyboard flat or tilted and move it to a comfortable position.

Cables - Are covered and secure. Children are not to connect or unplug electrical equipment.

All pupils are taught to handle equipment correctly and to switch computers on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people's work on the computer. All users are also reminded of the need to take regular breaks when using electrical equipment.