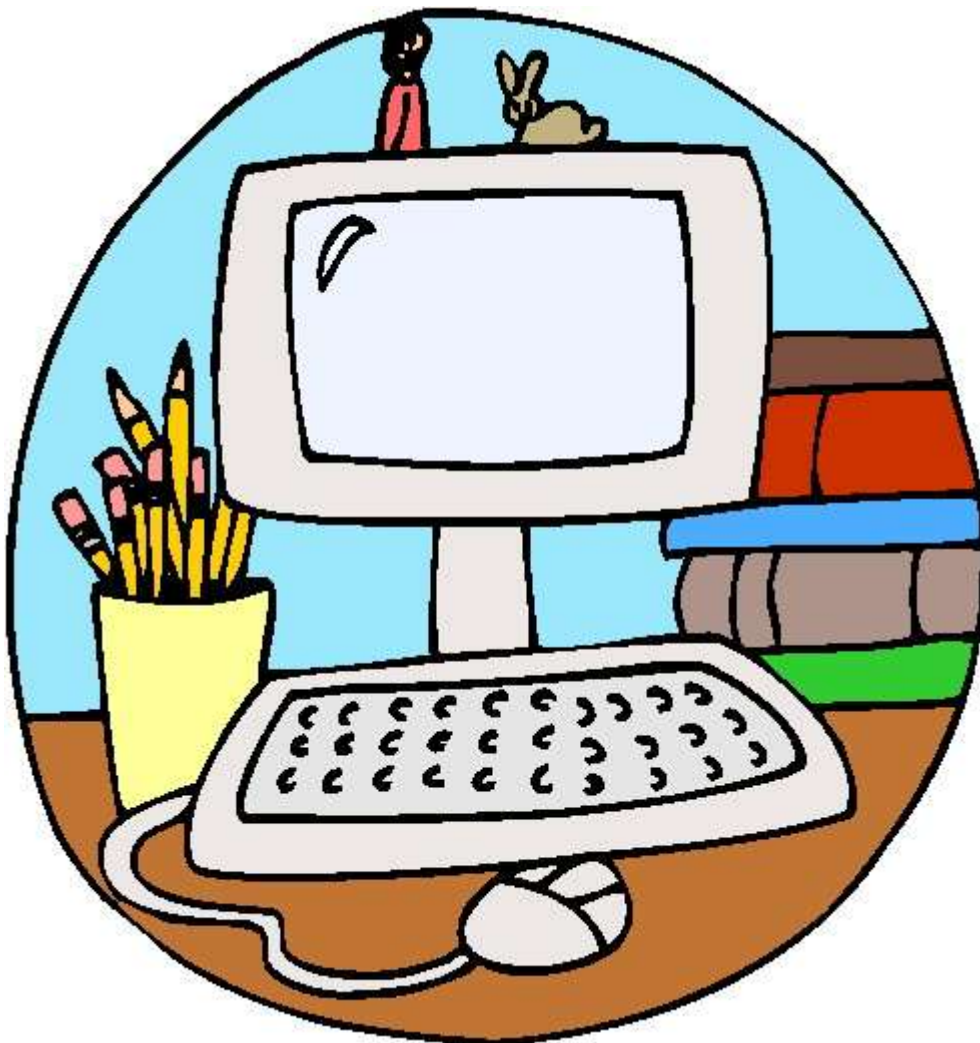


Bankfields Primary School

Computing Policy



2025 - 2026

Computing at Bankfields Primary School

This policy sets out our school's vision, aims, principles and strategies for the delivery of Computing and the use of technology to support the curriculum at Bankfields Primary School and should be read in conjunction with the 'Policy for the Safe use of ICT' and 'Online Safety' policy. This policy was written in 2025 and will be reviewed every two years. This policy should be read in alliance with the following documents:

- Computing key concepts document
- Computing whole school key knowledge progression document
- Computing individual long term plans

Curriculum Intent

At Bankfields Primary School, we believe that Computing is an essential part of the National Curriculum and an integral aspect of modern-day life. As technology continues to evolve and shape the world around us, we are committed to providing our students with the skills, knowledge, and confidence they need to navigate the digital world with **resilience** and creativity whilst also developing a **love of learning**.

We provide opportunities for students to develop a wide range of digital literacy skills that are crucial for developing **high aspirations** for their academic success and future careers. These skills, from coding and programming to digital communication and problem-solving, equip students to think critically, make informed decisions, and engage with technology in responsible and innovative ways.

At Bankfields, we want our students to feel confident in their ability to engage with the digital world. Our curriculum empowers students to participate actively, creatively, and responsibly in an increasingly connected and tech-driven society. Computing teaches children to approach challenges with perseverance and **resilience**. Through our activities, students build the **resilience** to overcome setbacks, fostering a growth mindset that will support their academic and personal development. Our children are taught the importance of maintaining a healthy relationship with technology, practising safe online behaviour, and balancing screen time with offline activities. By developing these habits early, we aim to equip students with the skills needed to navigate the digital world in a way that supports their overall mental and emotional **wellbeing**.

Computing at Bankfields Primary School

At Bankfields Primary school, our aim is to produce learners who are confident, effective users of technology and who also are equipped with the confidence and capability to use ICT and computing throughout their later life. We recognise and respond to new developments in technology and use ICT and computing as a tool to enhance learning throughout the curriculum.

We are committed to a high quality and sustainable programme of Computing teaching across the school, which is accessible to all children at their own level. At Bankfields, we aim to develop the understanding of how to use ICT and computing safely and responsibly. Our teachers are encouraged to progressively develop pupils' Computing skills and capability through relevant, challenging and enjoyable curriculum for all pupils.

Our Computing curriculum, meets the requirements of the National Curriculum programmes of study for computing and is integrated into the curriculum and used as a truly beneficial tool for learning.

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.

Inclusive teaching of Computing

At Bankfields Primary School, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. Each pupil's access to technology varies greatly dependent on the nature of the activity they are involved in. All children have equality of access to appropriate technology in order to develop their personal Computing capability. Teachers are regularly advised on examples of technology which can be provided to support individual children with particular physical, linguistic and educational needs.

Computing and Special Educational Needs Pupils

At Bankfields Primary School, we believe that all children have the right to access ICT and computing. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. Consequently, in some instances, the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally as part of our dyslexia friendly approach to teaching and

learning we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.

Objectives

Computing in Foundation Stage

In the EYFS, opportunities for the use of technology are an integral part of each area of learning and the school ensures that children have access to this provision. It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

Computing in Key Stage 1

Key Stage 1 children are using a scheme of work which has been designed by the Computing leader and teachers from across school. The scheme of work ensures that 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.
- Use logical reasoning to predict and computing the behaviour of 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.

Computing in Key Stage 2

Key Stage 2 children are using a scheme of work which has been designed by the Computing leader and teachers from across school. In order to create this scheme of work, the Computing lead consulted with a KS3 ICT specialist to design a curriculum which will give pupils the passion and basic ICT learning skills needed for KS3. The curriculum is linear and set out in the Computing key concept document, Computing whole-school key knowledge progression document and Computing individual long-term plans. The scheme of work ensures that 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.

Assessment and Monitoring of Computing

Teachers regularly assess capability through observations and looking at completed work. Teachers assess mostly at the end of each unit of work. Judgments are formed through assessing the children's work in Computing by making informal judgements as we observe the children during lessons. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. These are often evidenced in the class teachers' floor book half-termly or within the children's curriculum books.

Throughout the academic year, class teachers can use the supporting documentation to establish whether a child has achieved the curriculum intent.

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with requirements from subject leader meetings, work analysis and lesson observations. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. It is the responsibility of the subject leader to monitor the progress of Computing across the school with reference to specific action points outlined in the Computing action plan.

Resources

Hardware

At Bankfields, a range of resources are available, which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential. We acknowledge the need to continually maintain, update and develop its 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 computing across the school. All classes have one computer or laptop in their room which is connected to the school network

and gives access to school resources, software and the Internet. Each class has an Interactive Whiteboard which has replaced the traditional whiteboard. The children have access to a range of Computing equipment across school including desktop computers, laptops and iPads. All hardware appliances are audited each year and updated as hardware is changed or added. At Bankfields we have a commitment to renew equipment regularly to reflect current and developing technologies. Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader and ONEIT. Teachers are required to inform the computing coordinator of any faults as soon as they are noticed; these then, can be passed on to the relevant technical support. Resources, if not classroom based, are located in either computing suite.

Mobile Phones

The use of mobile phones and other digital devices by pupils in school is not permitted. Phones brought to school by pupils are done so at the owner's risk and are the responsibility of the pupil. Pupils who do bring phones into school, will be asked to take them to the school reception, where they will be securely stored until the end of the school day when they can be collected. The use of mobile phones by staff is only permitted when pupils are not present or in the staff room.

Interactive Whiteboards

Each class within school has an Interactive Whiteboard and teachers are monitored to ensure they are being used to their full potential. Where appropriate, lessons make use of digital resources and are interactive as to ensure that the children are fully stimulated and enthused.

Software

A wide-range of software is available on the network to suit the varied curriculum that we cover. There is a suitable selection of software available to facilitate the teaching of computing and create cross-curricular links.

Roles (see 'Policy for the Safe use of ICT' also)

Subject Leader of Computing

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and monitoring of the pupils' work. To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people. It is their responsibility to lead staff training on new initiatives; attend appropriate in-service training and keep staff up to date with relevant information and development; and keep parents informed and give them guidance on any relevant online safety issues.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught all elements of the computing curriculum as set out in the National Curriculum programme of study; Key knowledge; and Key concepts grids. At Bankfields Primary School we set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds making sure they are setting suitable targets for learning. 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, ensuring they keep up to date assessment records, including through the use of 'floor books'.

Parental involvement

Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

Training

All staff, including managerial and administrative staff, receives support from the subject leader or technicians. At Bankfields Primary, 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 coordinator. Teachers will be encouraged to use ICT to produce plans, reports, communications and teaching resources.