Computing Policy

Hayward's Primary School

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Approved by Governors on:	Summer 2026
Next review due by:	Summer 2027

Vision:

We believe computing is an integral part of today's modern lifestyle and it is our aim to deliver a diverse exploration of this subject matter. As future technologies emerge it is necessary to equip the young people of our school with skills and knowledge which are flexible enough to cater for any 21st century device or software with secure independence. Through enterprising and inspirational activities we strive to provide opportunities for children to work creatively, collaboratively and with responsibility whilst understanding the safeguarding risks associated.

1 Aims and objectives

The aims of computing are to enable children to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Be responsible, competent, confident and creative users of information and communication technology.

2 Teaching and learning

Wherever possible, cross-curricular links are made with other relevant topics of study. In Foundation Stage some computing skills are taught as part of the Foundation Stage Curriculum. In Key Stage 1 and 2, computing is timetabled during the week for at least one session. Classes also have access to Chromebooks that can be used in classes throughout the day if needed by individuals or groups of pupils. A variety of teaching methods engaging children in visual, auditory and kinaesthetic activities are used. Enquiry and self-help skills are taught to enable children to become independent learners who are highly motivated. Computing is an integral part of our daily lives so wherever possible technology is used by children.

INTENT OF OUR CURRICULUM

As every part of our lives become increasingly technological based, it is vitally important that the children develop an understanding of the processes behind their screens; that they become digitally literate. We want our children to become competent users of computing technology and have the confidence to embrace the ever changing technology of the modern world. We want to instil good computing habits and 'netiquette'.

The phenomenal rate of advancement in the computing world means that it is incredibly difficult to keep up with current hardware and software, but at Hayward's we strive to give our children as much help as they need in understanding the basics, as well as experience using and manipulating different media.

We want our children to:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation
- Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- Be digitally literate. Be selective in their choice of information sources; evaluate the validity of digital content and use technology safely and respectfully

- Use ICT across the curriculum to communicate ideas or solve problems, but also be selective in their use of ICT, deciding when it enhances the learning experience, ahead of alternative forms

- Be internet safe and have the tools to know what to do when things go wrong

- Aim to become digital leaders and to support the delivery of the Computing curriculum at Hayward's

3 Entitlement to the Computing curriculum

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with additional needs can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

COMPUTING TEACHING AT HAYWARD'S:

- Chromebooks will be available for a minimum of two days per week in Year 1 to Year 6.
- Children will be presented with challenges that they will need to work towards.
- Children will build up a portfolio of their work in their time at Hayward's and this will be stored on their individual Google Drive.
- Children are taught to work collaboratively through Google.
- Children will be given opportunities to work away from the computer, to think logically and to make a plan before testing this with the computer. Children will be encouraged to think about the most effective point that computers can make a 'difference' and become the most useful tool.
- Children will be given access to high-quality computing resources to support and supplement their learning. Children all have access to an ipad to support computing sessions. ipads are using to support the process of self-assessment through their PE lessons.
- Children will be given the opportunity to supplement their learning in the 'Challenge Curriculum' through computing and high quality research opportunities.
- Internet Safety will be at the forefront of all computing sessions. Children will be encouraged to think about the consequence of choices made online and the impact of any decisions. As pupils move through the computing curriculum, lessons are tailored to their age as we recognise that different ages have different needs for example Police Officers coming to school to discuss social media use with our pupils in Year 5 and Year 6. All children will be taught about the important of seeking support when needed and the importance of being 'SMART' when they are working online;

S	Stay **S**afe	Don't give out your personal information to people/places you don't know.
M	Don't' **M**eet Up	Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.
A	**A**ccepting Files	Accepting emails, files, pictures or texts from people you don't know can cause problems.
R	**R**eliable	Check information before you believe it. Is the person or website telling the truth?
T	**T**ell Someone	Tell an adult if someone or something makes you feel worried or uncomfortable

4 Assessment and record keeping

- On-going formative assessment is an integral part of good practice. Its main purpose is to enable the teacher to match work to the abilities and needs of the children and ensure progression in learning.
- Computing skills capability is monitored regularly in relation to the Computing curriculum as outlined in the 'The National Curriculum' for England.
- Samples of work are securely saved onto the children's G Drive or in shared folders. Additional pupil content is securely saved.
- For Foundation Stage it may not always be practical to keep samples of work, but observations and discussions are recorded using programs such as 2Simple.

5 Staff training

Needs are be met by:

- Auditing staff skills and confidence in the use of information technologies.
- Arranging training for individuals as required.
- The Computing Co-ordinator to attend courses and support and train staff or provide staff with opportunities to receive training.
- All staff must be trained on professional conduct and safer working practices regarding technologies and social media platforms such as Twitter, Facebook, blogging etc.

6 Health and Safety

Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present. Food and drink should not be consumed near computing equipment.

Children are taught how to use devices correctly, how to care for them and how to log on and off efficiently. They are expected to work sensibly and safely at all times. All teachers and children are made aware of the acceptable use policy which sets down the rules and expectations for using technologies.

7 Resources

- The school has two trolleys of 30 Chromebooks each that are available for all classes to use on a booking system. Years 5-6 have exclusive access to 2 trolleys, each containing 16 Chromebooks.
- There are 10 Chromebooks available for Nessy use.
- Each classroom is equipped with interactive display boards with internet connectivity.
- Each class has a visualiser that can connect to the display board.

8 Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in IT is the responsibility of the Computing subject leader. The Computing subject leader is also responsible for supporting colleagues in the teaching of IT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

9 E-Safeguarding

Teachers will ensure e-safety is specifically taught as set out in the National Curriculum 2014 framework. Whole school and Key Stage e-safeguarding assemblies will be conducted at least once a term. Key themes will evolve around preventing children being exposed to the dangers of social

media, cyberbullying, personal data protection and messaging (also see Online Safety Policy). School will work closely with outside agencies should the need arise.

Any E-safeguarding concerns must be reported to the designated safeguarding officer immediately (in accordance with the Safeguarding policy) using the concerns 'never do nothing' record sheet.