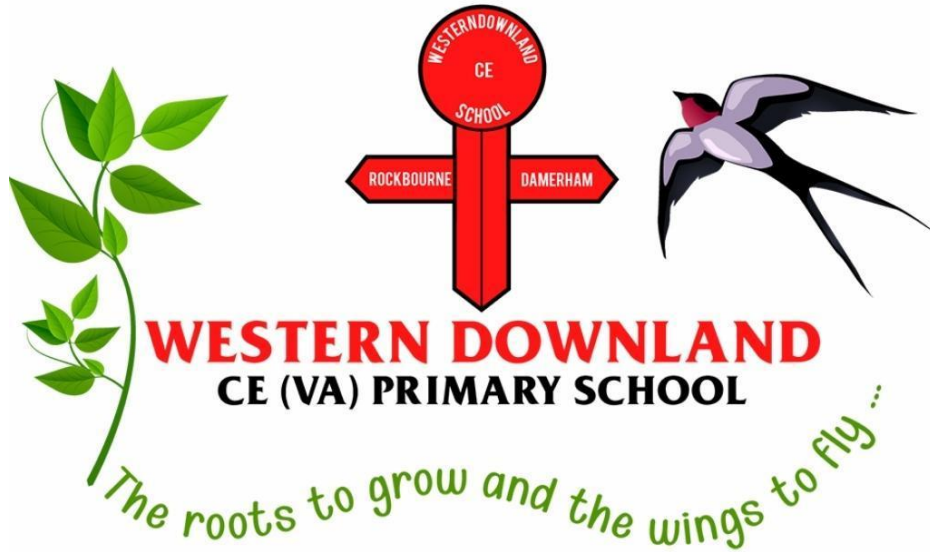**WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL**
In partnership with parents we aim to provide:
'The roots to grow and the wings to fly'

Computing Policy

Western Downland CE (VA) Primary School

Reviewed	**September 2025**
Next Review	**September 2027**

POLICIES AND PROCEDURES PROFORMA

WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL
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Subject and Version of Document:	Computing
Author:	James Gilbert
Persons/Committees etc consulted whilst document in draft	Alice Tubbs
Date agreed:	
Date of next review/update and by whom:	
By whom agreed:	
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Principal Target Audience:	Staff and Governors

Amendments Summary:

Amend No	Issued	Page	Subject

Western Downland CE (VA) Primary School

Mathematics Policy

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1. AIMS

As well as being a core curriculum requirement, the ability to use technology effectively is a vital life skill in modern society. We interpret the term 'technology' to include the use of any equipment which allows users to communicate or manipulate information electronically.

Our aim is to produce learners who are confident and effective users of ICT and for staff to:

- Help all children to use technology with purpose and enjoyment
- Help all children develop the necessary skills to exploit technology
- Help all children to become independent users of technology
- Help all children to evaluate the benefits of using technology
- Plan and implement a range of integrated opportunities for children to use their computing skills
- Meet the requirements of the NC as fully as possible, helping children realise the highest possible standards of achievement

2. STATUTORY REQUIREMENTS

At Western Downland, we follow the national curriculum expectations for KS1 and KS2, using the NCCE curriculum and Project Evolve to achieve this.

3. THE GOVERNING BODY

There is a designated governor that monitors computing. They monitor at least once a year to ensure the school is securing progress for all pupils in the area of computing.

4. SUBJECT ORGANISATION

In EYFS and Years 1 & 2 there is a set of laptops available for flexible use across the site

In Key Stage 2, there is a set of laptops available for flexible use across the site.

Within each classroom there is an Interactive Whiteboard, iPad and set of 4 Huawei tablets.

A range of mobile ICT equipment is also available i.e. Beebots, Microbits and Crumble.

The school intends to enhance the provision of ICT equipment whenever possible. An annual review of needs is made so that a systematic updating of equipment is implemented.

4   Foundation Stage
The areas of learning and development

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In Year R, children will begin to understand simple sequences to create simple algorithms. They will alos be able to identify technology they use. They will use technology to record their learning, including taking videos and pictures and accessing educational games.

5. BREADTH OF STUDY

Computing cover three distinct but related strands:

Digital literacy – this has been developed to not only be a core component within the computing curriculum but also falls within PSHE where children develop an understanding of respect in the online and offline world as being the same. We have implemented a spiral curriculum using Project Evolve as our basis to ensure children develop healthy and responsible attitudes to technology so that they become agents of change rather than beholden to it. The world of technology is ever-changing so we always mindful and responsive to how each cohort uses and manages technology, adapting planning accordingly. This will ensure that children have the necessary skills to assess risks and be respectful individuals when using educational apps, online games, social media or video streaming sites.

Information Technology - is about using technology purposefully. Not just computers, but a range of equipment such as Android tablets, Microbits and Crumble. We teach the skills required for practical purposes, such as using search technology, collecting and presenting data and creating videos or simple apps or games.

Computer science – teaches how digital systems work, the principles of computational thinking and how to use programming software. We develop these skills by using the PRIMM sequence of learning that helps children with comprehending algorithms, modifying and making them independently. Pupils are taught to evaluate and debug algorithms so that they have the necessary problem-solving skills to debug their own systems.

6. PARENTAL/COMMUNITY INVOLVEMENT

We understand the importance of developing strong parental links and encourage home learning.

We build upon these through:
- Use of our school website
- Keeping parents informed of what their child is learning in Computing through Routes to Roots curriculum letters.
- Keeping parents informed about e-safety issues through the newsletter.

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7. MONITORING AND EVALUATION

Monitoring Computing will enable the Computing Leader to gain an overview of ICT teaching and learning throughout the school and in particular of pupil progress. This will assist the school in the self evaluation process identifying areas of strength as well as those for development. In the monitoring of the quality of ICT teaching and learning the ICT Leader will:

- Scrutinise plans to ensure full coverage of the ICT curriculum requirements
- Analyse children's work
- Analyse assessment data
- Conduct pupil interviews

8. ASSESSMENT, RECORDING AND REPORTING

Computing is assessed both formatively and summatively. Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and the skills in the skills progression. These are conducted informally by the class teacher and are used to inform future planning.

Children's work is then summatively assessed against agreed expectations to see whether a child has achieved the given objectives. Assessments are recorded on assessment matrices at the end of a unit.

At the end of each year, children are assessed in line with the National Curriculum which are then reported to parents in the Annual Written Report.

9. STAFF DEVELOPMENT

The Computing lead attends the relevant training to ensure there is an update understanding of the teaching of computing and disseminates to all staff.

10. RESOURCES

There is a set of laptops available for flexible use across the site.

Within each classroom there is an Interactive Whiteboard, iPad and set of 4 Huawei tablets.

A range of mobile ICT equipment is also available i.e. Beebots, Microbits and Crumble

11. INCLUSION

We recognise Computing offers particular opportunities for pupils with special educational needs and/or children with English as an additional language for example. The Computing Leader therefore liaises with the SENCO to ensure these elements are fulfilled. We aim to ensure all children can see themselves working with

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ICT in the furture, whether as coders or software developers with careful use of language and promoting the subject as inclusive to all, regardless of gender, race or ethnicity.

Using ICT can:
- Increase access to the curriculum
- Raise levels of motivation and self esteem and therefore emotional engagement
- 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 pupils to achieve their full potential. If the situation arises, and with consultation with an external specialist, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

12. EQUAL OPPORTUNITIES
The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability."

It is our policy to ensure this by:
- Ensuring all children have access the same quality of learning.
- Ensuring equal access and fairness of distribution of ICT resources
- Providing curriculum materials and software which are in no way class, gender or racially prejudice or biased.

This policy should be read in conjunction with the following school policies:
Online safety

Member of staff responsible: James Gilbert
Date policy updated: September 2025
Date to be reviewed: September 2027