



Bolton Primary School

Computing Policy



Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Bolton Primary, we recognise that pupils are entitled to a broad and balanced computing education with a structured and progressive approach to learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Aims

The aim is for the school to develop a whole school approach to Computing with the proper integration of computers across the curriculum in line with National Curriculum guidelines. Computers are part of the school's core provision with influence on all aspects of a pupil's learning. In particular, the computer is a tool for the teacher, which can be used to enhance the learning experience and to support traditional classroom activities.

The school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils
- Develop pupils' computational thinking skills that will benefit them throughout their lives
- Meet the requirements of the National Curriculum programmes of study for computing at Key Stage 1 and 2
- To respond to new developments in technology
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives
- To enhance and enrich learning in other areas of the curriculum using Computing
- To develop the understanding of how to use computers and digital tools safely and responsibly

The National Curriculum for Computing aims to ensure that all pupils:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation
- 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

Rationale

The school believes that Computing, computer science and digital literacy:

- Are essential life skills necessary to fully participate in the modern digital world
- Allows children to become creators of digital content rather than simply consumers of it
- Provides access to a rich and varied source of information and content
- Communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- Can motivate and enthuse pupils.
- Offers opportunities for communication and collaboration through group working both inside and outside of school.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Digital Literacy: To equip students with the knowledge and skills required to become digitally literate, enabling them to confidently and safely use various digital tools and technologies.

Computational Thinking: To develop students' computational thinking abilities, such as problem-solving, logical reasoning, and algorithmic thinking, which are essential in solving real-world problems.

Creativity and Innovation: To foster creativity and innovation in students by encouraging them to create digital content and use technology as a tool for self-expression and problem-solving.

Safe and Ethical Use of Technology: To promote responsible and ethical behaviour when using technology, including understanding online safety, privacy, and respecting digital citizenship.

Artificial Intelligence (AI): Pupils will develop an age-appropriate understanding of artificial intelligence technologies and learn how AI tools can be used responsibly, safely and critically. Staff will teach pupils to question the accuracy of information generated by AI and understand the importance of human judgement, privacy and online safety.

Online safety is recognised as a safeguarding responsibility and is taught through the Computing curriculum, PSHE/RSHE curriculum, assemblies and wider safeguarding work across the school.

Preparation for Future Technologies: To prepare students for an ever-evolving technological landscape by introducing them to emerging technologies and digital trends.

Objectives

Early years (see also early year's policy)

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play. Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

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 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

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 (WWW); 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

Resources and access

Bolton Primary School acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of Computing, computer science and digital literacy across the school. Teachers are required to inform the computing subject leader of any faults as soon as they

are noticed. Resources if not classroom based are located in KS2 classrooms. A service level agreement with System IT and JAMF are currently in place to help support the subject leader to fulfil this role both in hardware & software. Computing network infrastructure and equipment has been sited so that:

- Every classroom from Reception to Y6 has a computer connected to the school network and an interactive whiteboard with sound, DVD and video facilities
- There are over 30 working pupil laptops within the school
- There are 3 laptop charge cabinets in school containing 36 charge points. Laptops are stored in here overnight to charge
- There are 28 owned iPads and 20 leased iPads in school. We invested in leased iPads to enhance our quality of teaching and learning in Computing
- Internet access is available in all classrooms
- There is a projector and screen in the hall
- Each class from Reception – Y6 has an allocated slot one afternoon per week for teaching computing as a discrete subject
- The laptops and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use
- Pupils may use Computing independently, in pairs, alongside a TA or in a group with a teacher
- System IT visit the school for approximately one day per term
- A governor will monitor computing within the school

We also have a range of software that covers both the requirements of the National Curriculum for Computing and which also supports other subject areas. We know the vital role that computers will have in children's lives and we aim to ensure that they become confident and able users of technology and its various applications, including email, coding and the internet. We are also very aware that we need to help our children stay safe online and this is prioritised at Bolton – for more information see our Internet Safety Advice on our school's website.

Planning

At Bolton Primary School, we follow the D.A.R.E.S. scheme. D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum. The aim of this approach is to provide a scheme that deepens children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way. The stages which can be adapted into lessons are as follows:

D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.

A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s)

R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.

E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.

S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum.

The D.A.R.E.S. scheme fully meets the objectives of the National Curriculum for Computing and allows for clear progression in computing. Pupil progress towards these objectives will be recorded by teachers as part of the school recording system. Staff will follow D.A.R.E.S. planning guidance and pupil progress trackers. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not

addressed, could create barriers to learning. This could include higher prior attaining pupils, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in accordance with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are effective.

Teaching and Learning

All children will study Computing one session per week. The knowledge, skills and understanding will be taught within Computing topics to ensure continuity and progression through the two key stages and to provide a sound structure on which to build as they continue to KS3. The children will generally work in small groups and the lesson content will be pitched to the children's individual needs, interests and abilities. Where possible cross curricular links will be made to enhance the meeting of objectives. All units will be planned and monitored by teaching staff.

1. The children will learn to use a wide range of computing tools for communicating information and analysis including word processors, desk top publishing programmes, data handling packages, draw and painting software, picture collections, spreadsheets, logo, adventure and simulation games and Scratch
2. They will have frequent use of the computers so they can practise and develop their skills
3. Computing is integrated into the planned topic work and emphasis is placed on progression and continuity following the National Curriculum
4. Children will have the opportunity to complete Computing Foundation homework linked to the key objectives taught in computing in the current term. There will also be many chances for children to use Computing in many cross-curricular activities both in planned curriculum sessions and in homework activities
5. Computing lessons take priority over other lessons in terms of laptops and iPads e.g. when Computing is timetabled there is an expectation that the class can access the laptops and iPads

Assessment and record keeping (also see Assessment Policy)

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed are taken from the National Curriculum to assess computing each term. The school also uses D.A.R.E.S. assessment criteria and pupil progress trackers as a guide. Assessing computing is an integral part of teaching & learning and key to good practice. Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. Assessment can be broken down into:

- Formative assessments are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' ability and provide an overall judgement against the expected learning objectives. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives.

We assess the children's work in computing by making informal judgments as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgment of the work for each pupil as to whether they are working towards, expected or have exceeded the expectations of the unit. We record the results in our computing assessment files and we use these to plan future work, provide the basis for progress. The children's work is saved into their Seesaw Online Learning Journey and also on the school network. There is also an evidence folder in each classroom to keep samples of the children's work in a portfolio.

Pupils with special educational needs (see also SEN policy)

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing

curriculum for some pupils. We teach IT and computing to all children, whatever their ability. Computing forms part of the National Curriculum to provide a broad and balanced education for all children. Through the teaching of Computing, we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate Computing can be used to support SEN children on a one-to-one basis where children receive additional support.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Equal opportunities (see also equal opportunities policy)

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy. Resources for SEN children and higher prior attaining pupils will be made available to support and challenge appropriately.

The role of the Subject Leader

The Computing Subject Leader is responsible for the implementation of this policy across the school.

Their role is to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing
- Provide colleagues opportunities to observe good practice in the teaching of computing
- Maintain resources and advise staff on the use of digital tools, technologies and resources
- Monitor classroom teaching or planning following the school's monitoring programme
- Monitor the children's progression in computing, looking at examples of work of different abilities
- Manage the computing budget
- Keep up-to-date with new technological developments and communicate information and developments with colleagues
- Lead staff training on new initiatives
- Attend appropriate in-service training
- Have enthusiasm for computing and encourage staff to share this enthusiasm
- Keep parents and governors informed on the implementation of computing in the school
- Liaise with all members of staff on how to reach and improve on agreed targets
- Help staff to use assessment to inform future planning

The role of the class teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum. They will plan and deliver the requirements of the National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

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 and create effective learning environments.

The class teacher will also:

- Secure pupil motivation and engagement
- Provide equality of opportunity using a range of teaching approaches and techniques
- Use appropriate assessment techniques and approaches
- Set suitable targets for learning as outlined in the inclusion policy.
- Maintain up to date assessment records (see policy document).

Staff training

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 subject leader. Teachers will be encouraged to use IT and computing to produce plans, reports, communications and teaching resources.

Health and safety (see also Health and Safety policy)

The school is aware of the health and safety issues involved in children's use of Computing. All fixed electrical appliances in school are tested by a Local Authority contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months.

It is advised that staff should not bring their own electrical equipment in to school but, if this is necessary, equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, visitors running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.

All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician, bursar or head teacher who will arrange for repair or disposal.

In addition:

- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment
- Liquids must not be taken near the computers
- Magnets must be kept away from all equipment
- Safety guidelines in relation to IWBs will be displayed in the classrooms
- E-safety guidelines will be set out in the e-safety policy & Acceptable Use Policy

Security

We take security very seriously. As such:

- System IT will be responsible for regularly updating anti-virus software.
- Use of IT and computing will be in line with the school's acceptable use policy. All staff, volunteers and children must sign a copy of the school's acceptable use policy.
- Parents will be made aware of the 'acceptable use policy' at school entry and during KS2.
- All pupils and parents will be aware of the school rules for responsible use of Computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of Computing and the internet will be displayed in all computing areas.

Cross curricular links

As a staff we are all aware that Computing skills should be developed through core and foundation subjects. Where appropriate, Computing should be incorporated into schemes of work for all subjects. Computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding. Our school provides pupils with opportunities to enrich and deepen learning using cross-curricular approaches and uses Teach Computing Across the Curriculum, which embeds computing in English, Mathematics, Science, Geography and History from Year 1 to Year 6.

Parental involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of Computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home.

Monitoring, Evaluation and Review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work. We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

The subject leader will report annually to governors on standards, pupil outcomes, staff development, resource needs and priority actions for improvement.

Monitoring information will inform school improvement priorities and be shared with governors through the curriculum monitoring cycle.

This policy is a working document and should be updated every two years.

The subject coordinator is Debbie Tinkler and the current governor with responsibility for Computing is Kathryn Macfarlane.

This policy was reviewed Autumn 2026 and will be reviewed again Autumn 2028.