



Offenham C of E First School

Computing Policy

Growing deep roots. Producing good fruit

Introduction

At Offenham first school we believe that computing is central to the education of all children and we aim to give each pupil the opportunities to develop and apply their capability to the fullest degree.

Vision

Our school vision, summed in the words, “**Love**, **transformation** and **growth**” plays a significant role in our collective attitude to our curriculum. We offer all pupils equal access to, and a love of learning, so that all can be transformed, flourish and grow in every area of the curriculum including Computing.

Aims

It is the aim of Offenham First school:

- To provide children with a high-quality computing education to provide all pupils with their national curriculum entitlement
- To develop children’s individual computing capability
- To develop skills and understanding as well as knowledge
- To develop the use of technical language
- To enhance learning in other areas of the curriculum using computing
- To develop computing as a tool for learning and investigation in all subjects
- To equip pupils with the confidence and capability to use computing throughout their later life
- To recognise the potential, and deepen the awareness of the application and necessity of computing in everyday life
- To stimulate interest in new technologies
- To ensure 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.

Pupil Objectives

At the end of KS1 children should:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At the end of KS2 children should:

- design, write and debug 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
- use logical reasoning to explain how some simple algorithms work 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Planning, assessment, recording and reporting

- The computing planning is taken from 'Teach Computing' and is adapted to suit the mixed age groups that we have at Offenham CE First School. This enables consistency and progression throughout the school.
- The subject coordinator has planned which units each class will be covering to ensure coverage and consistency in the teaching of computing across the school.
- EYFS will be accessing computing via iPads in a continuous provision setting. In the summer term, computers will be introduced to prepare them for year one.
- Progression planning will be designed to enable pupils to achieve stated objectives.
- Pupil progress towards these objectives will be recorded by teachers as part of their class recording system – This recorded via a school wide foundation subject assessment sheet.
- All work should be saved in 'Pupil Share' in the child's own folder, when possible, to be used as evidence.
- Pupils will save work on the school network. Other work may be printed and filed within the subject from which the task was set.
- Progress in computing will be reported upon in the pupil's annual report.

Delivery of the computing Curriculum

- Each class is allocated a time with the wireless laptops/ iPads to accomplish their computing scheme of work. Additional time can be requested to apply the use of computing to other subject areas.
- Individual machines, interactive whiteboards, internet access and cameras support the development of computing capability by enabling further development of tasks; encourage research and allow for the creative use of computing across other subjects.

Computing and the Whole Curriculum

Computing is an integral part of the whole curriculum. In addition to teaching computing skills, teachers plan to integrate computing into other subjects as appropriate e.g. using the internet for research, using digital photography in art and playing maths games to support maths. In addition, all classrooms are fitted with interactive whiteboards meaning staff have a wide range of resources (including the internet) to support learning and teaching across the curriculum. Teachers will aim to use it as a learning tool for the children both at home and school in order to support and extend their learning.

Assessment

After completing termly units in computing lessons, the teacher will complete assessment based on the objectives that have been taught. It is up to teacher how this information is recorded, but it must be completed at the end of each term to ensure teachers are aware of progress.

At the end of each year, a level of each pupil's computing capability will be given and will be recorded on their report which is sent to the parents.

Some evidence is to be kept by the teacher and reviewed and moderated by all staff. This may include a description of the context and an explanation of how the pupils completed the task.

Monitoring

Monitoring is carried out by the Head teacher and the computing coordinator in the following ways:

- Lesson observation (computing as with other subjects eg literacy and numeracy)
- Informal discussion with staff and children
- Learning walks
- Subject knowledge audit.

Resources

Every classroom is equipped with a selection of computing resources. The school has a set of ever-growing laptops, which are linked to the network and have access to the internet. These can be used in classrooms and around school.

The school acknowledges the need to continually maintain, update and develop its computing resources and to make progress towards a consistent, compatible IT system by

- Maintaining a minimum of 15 computers on the network
- Investing in software that will effectively deliver the strands of the computing curriculum computing Policy
- Working closely with IBS schools to create a 5 year plan to update hardware and software
- Investing in software that will support the use of computing across the curriculum

Access and Deployment

Computing network infrastructure and equipment has been sited so that

- Each classroom has a computer connected to the network and an Interactive Whiteboard
- There is a laptop trolley of 30 working laptops; classes can work in pairs during whole class computing time.
- The laptops are connected wirelessly to the school network and these are for use during lesson times by classes.

Responsibilities

Head teacher

The Head teacher will be responsible for ensuring that an effective computing policy is developed in collaboration with all staff and that it is successfully implemented.

Computing Coordinator

The computing Coordinator will have overall responsibility for computing within the school including:

- Maintain an up-to-date scheme of work, which effectively implements the computing National Curriculum.
- Providing computing advice and support to all staff.
- Informing the Head teacher of relevant INSET needs to update staff in school computing developments.
- Informing subject Coordinators of relevant software for their specific curriculum needs.
- Maintaining a list of hardware and software currently available.
- Maintaining up-to-date software to meet all the necessary requirements of the National Curriculum.
- Purchasing necessary hardware and software as funds become available.
- Organising maintenance of computing equipment, including licenses for software.
- Maintaining high safety standards in use of equipment.
- Maintaining an effective system of assessment and recording of pupil achievement in computing.
- Monitoring and reviewing computing practice, provision and policy.
- Creating and executing a subject development plan.
- Developing policies and practices to ensure safe use of computing
- Supporting the head teacher and other members of staff with the website

Governor

The governor with responsibility for computing will support the computing Coordinator's role.

Teacher

Each teacher is responsible for:

- Developing their own computing skills through INSET opportunities.
- Delivering effective computing teaching within the classroom in accordance with this policy.
- Ensuring safe use and care of all hardware and software within their classroom and shared areas.
- Keeping up to date with assessment of children in their class for computing
- Planning a yearly forecast of areas to cover within the computing curriculum to ensure all objectives are met.

Teaching assistant

Each TA will:

- Develop their own computing skills through INSET opportunities.
- Work with individual pupils or groups to support computing activities within the classroom.

SEND and adaptive teaching

All children will have access to the full curriculum either by the provision of additional support or through adapted tasks and resources planned to suit the needs of an individual or group. Open-ended challenge activities are planned to stretch the more able.

Staff Training

- The computing coordinator will assess and address staff training needs as part of computing school development 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 computing to produce plans, reports, communications and class labelling.

Administrative Systems

- The school administration will remain separate from the curriculum system with access only available to Head Teacher and the School Office.
- The School Office will forward emails to relevant staff for access via their personal accounts/school accounts.

Equal Opportunities

All children, regardless of gender and ability, will have equal access to the computing curriculum and will have the opportunity to make the most of their own potential, within this field.

On-line safety awareness

On-line safety is an integral and paramount part of computing curriculum and is covered in the on-line safety policy.

Security

- All computing equipment will be security marked and noted in the school inventory
- The IT technician will be responsible for regularly updating anti-virus software
- Use of computing will be in line with the school's 'Acceptable Use Policy'
- Parents will be made aware of the 'Acceptable Use policy'
- 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.

Health and Safety

- Staff follow the school's Health and Safety Policy guidelines when planning activities.
- It is our policy to regularly review our computing risk assessment.

Policy reviewed Autumn 2025 by Jack Blenkinsop (Computing Lead), staff and governors at Offenham CE First School.

To be reviewed Autumn 2026.