

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School

Curricular Policy for

Computing



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How pupils learn Computing

The use of technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information.

We recognise that pupils are entitled to quality hardware and software, and a structured and progressive approach in teaching, to enable our pupils to acquire the skills needed to succeed in our modern, digital world.

At Reedley Primary School, we aim to:

- Provide a relevant, challenging and enjoyable curriculum for computing for all pupils.
- Meet the requirements of the National Curriculum programmes of study for computing.
- Use computing (and computing skills) as a tool to enhance learning across the curriculum.
- Respond to new developments in technology.
- Equip pupils with the confidence and capability to use computing throughout their later life.
- Enhance learning in other areas of the curriculum using computing.
- Develop the understanding of how to use computing, and the Internet, safely and responsibly.

Planning the Computing Curriculum

Purple Mash, a progressive scheme linked to the National Curriculum, supports teachers' understanding, planning and teaching of computing. Project Evolve and other appropriate resources support the planning and teaching of Online Safety across the school.

Further planning support is provided by the Computing Subject Leader as and when required.

Classroom Organisation, Time Allocation and Teaching Styles

In Early Years, computing is across the seven areas of learning and development. The Early Years' learning environment features computing scenarios based on experience in the real world, such as using washing machines and telephones in role-play. Children gain confidence, control and language skills through opportunities to use devices such as microphones and talking tins while fine motor skills are developed as children use iPads and other devices. The computing programme, Mini Mash, supports the EYFS curriculum and our EYFS pupils participate in the annual Internet Safety Day with the rest of the school.

Across Key Stage 1 and Key Stage 2, the school uses a variety of teaching strategies to cater for the different learning styles of pupils, including unplugged lessons, through an hour weekly lesson that has a balance of whole-class, group and one to one teaching. Computing is taught by teachers and assessments are recorded on Insight.

Resources

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible system by investing in resources, such as Purple Mash, and Crumble kits, that will effectively support the delivery of all strands of the

National Curriculum across the school. Teachers are required to inform the technician of any faults in a log book as soon as they are noticed. Resources, if not classroom based, are located in a central location, while smaller equipment, such as micro:bits, are located in the Computing Subject Leader's classroom.

Health and Safety

The school is aware of the health and safety issues involved in children's use of ICT and computing.

- All fixed electrical appliances in school are tested by a LA 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 into school but if this is necessary, then the equipment must be PAT tested before being used in school.
- Damaged equipment should be reported to the technician or subject leader who will arrange for repair or disposal.
- 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.
- E-safety forms an integral part of the curriculum and the school delivers further education through assemblies, parent presentations and providing up-to-date, relevant, advice on newsletters.

Equal Opportunities including Special Needs

Staff work hard to ensure that all children have the same learning opportunities whatever their 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 ICT and computing and all staff members follow the equal opportunities policy.

Teachers take account of barriers to learning and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum. We aim to respond to specific needs and overcome potential barriers for individuals and groups of children by:

- Ensuring that all children follow the scheme of learning for Computing.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing opportunities for our children who do not have access at home to use the school computers/internet to develop independent learning.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through assessment and additional support.
- Communication or language difficulties by developing computing skills through all their individual senses and strengths.
- Movement or physical difficulties by developing computing skills through utilising their individual strengths.
- Behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

Developing Spiritual, Moral, Social and Cultural Education within Computing

Every child is able to access learning through quality first teaching and scaffolding lessons to meet pupils' needs. Computing contributes to the teaching of SMSC and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the internet and internal email. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse, and they gain a knowledge and understanding of the interdependence of people around the world.

Assessment

Computing is continuously assessed through the National Curriculum and Insight, which highlight objectives for age-related expectations. This is done through:

- verbal discussions with the children
- AfL throughout the computing sessions
- feedback and marking
- celebration of work
- peer assessment.

Progress data is collated termly, as decided by the Headteacher. The Computing Subject Leader monitors data.

Monitoring arrangements

The computing subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in computing.

The teaching and learning of computing will be monitored through the analysis of concept maps, pupil interviews, book scrutinises and learning walks, in line with the school development plan, monitoring of the coverage and progression of skills across key stages, liaising with, and conducting informal discussions with teaching staff.

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.

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