Bryn St. Peter's C.E. Primary School

Computing Subject Policy

Our School Vision

Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

And in him you too are being built together to become a dwelling in which God lives by his Spirit.

Ephesians 2:22

We are committed to educating the whole person for life in all its fullness guided by Christian values.
We deeply value creativity and joy in learning that allows everyone to achieve and flourish.
We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

Introduction

Computing is an essential part of the primary curriculum, equipping pupils with the knowledge and skills needed to participate safely and confidently in an increasingly digital world. Computing enables pupils to develop creativity, logical thinking, problem-solving and digital literacy—skills that support learning across the curriculum and prepare pupils for future education and employment.
The purpose of this policy is to guide the teaching, learning and leadership of Computing at Bryn St Peter's, ensuring a consistent, high-quality approach from Reception to Year 6.

2. Aims and Objectives

Aims

Our Computing curriculum aims to ensure that all pupils:

- Become competent, confident and responsible users of technology.
- Develop computational thinking skills through coding, problem-solving and logical reasoning.
- Build creativity and digital expression using a range of software and tools.
- Understand how to use technology safely and respectfully.
- Are equipped with knowledge and skills needed for the digital world beyond primary school.

Objectives

Pupils will be taught to:

- Understand and apply the principles of computer science.
- Use technology purposefully to create, organise and store content.
- Use logical reasoning to predict, test and debug programs.
- Select and use a range of digital tools (e.g., databases, blogging, publishing, spreadsheets).
- Recognise acceptable/unacceptable online behaviour and report concerns.
- Evaluate digital content for accuracy, reliability and purpose.

3. Curriculum Intent

Our intent is to deliver a rich, progressive Computing curriculum that develops digital fluency and prepares pupils for an increasingly technological society. Computing at Bryn St Peter's is designed to:

- Provide clear progression from the EYFS through to Year 6.
- Meet the full requirements of the National Curriculum for Computing.
- Promote the values of responsibility, resilience, creativity and curiosity.
- Offer meaningful opportunities for pupils to apply digital skills across subjects.
- Take advantage of high-quality resources, primarily through Purple Mash.

4. Implementation

Teaching Across the School

- Purple Mash is used as the core scheme from Reception to Year 6.
- EYFS explore early computing skills through play, role-play and programmable toys.
- KS1 focus on early coding, digital creativity and basic digital literacy.
- KS2 develop more complex programming skills, online safety knowledge and digital content creation.

Teaching and Learning Approaches

- Lessons include modelling, guided practice and opportunities for independent exploration.
- Pupils investigate, create and evaluate digital content.
- Coding skills progress from simple sequencing to variables, repetition, selection and debugging.

Cross-Curricular Links

Computing skills are applied across the curriculum in subjects such as Maths, English, Science, Art, PSHE and Geography—e.g., using digital maps, publishing tools, research, or data handling.

Resources and Technology

The school uses:

- Laptops, iPads, Kindles.

- Purple Mash software suite.
- Securus online filtering and monitoring.
- Interactive screens and programmable devices.

Resources are audited and updated annually.

Inclusion and Differentiation

Adaptive teaching strategies include:

- Scaffolded activities and multiple challenge levels in Purple Mash.
- Visual supports, step-by-step instructions and chunked tasks.
- Assistive technologies such as enlarged text, touch-screen input or text-to-speech.
- Pre-teaching and additional adult support where required.
- Extension challenges for pupils working at greater depth.

5. Impact

Measuring Effectiveness

Impact is measured through:

- Purple Mash tasks and portfolios.
- Formative assessment during lessons.
- Summative assessments at the end of units.
- Subject leader monitoring of teaching, learning and work samples.
- Pupil voice discussions and confidence checks.

Expected Pupil Outcomes

By the end of KS2, pupils will:

- Be confident and responsible digital citizens.
- Understand key computing concepts and vocabulary.
- Apply computational thinking skills to solve problems.
- Use a range of software for purposeful tasks.
- Demonstrate creativity, digital literacy and safe behaviours.

Celebrating Success

- Showcasing digital work on displays, newsletters or the school website.
- Sharing achievements in assemblies.
- Presenting digital portfolios to parents or during open events.

6. Planning and Progression

Planning Expectations

- Long-term plans outline coverage across year groups.
- Medium-term plans follow Purple Mash units and align with school progression documents.

- Short-term plans include learning objectives, vocabulary, skills progression and differentiation.

Progression of Skills

- Skills progress through Reception → KS1 → Lower KS2 → Upper KS2.
- Coding, digital literacy and information technology skills are built gradually and revisited frequently.
- The Purple Mash progression framework supports consistency and ensures full National Curriculum coverage.

7. Assessment and Monitoring

Assessment

- **Formative assessment**: observations, questioning, pupil discussions, Purple Mash tasks.
- **Summative assessment**: end-of-unit tasks, teacher judgements, digital portfolios.
- Work is stored securely online to evidence progress over time.

Use of Assessment

Teachers use assessment to:

- Identify gaps and plan next steps.
- Differentiate future lessons.
- Provide targeted support or challenge.

Monitoring

The Computing Subject Leader monitors:

- Planning, teaching and learning.
- Samples of digital work.
- Assessment data and coverage.
- Staff confidence and training needs.

8. Role of the Subject Leader

The Computing Coordinator is responsible for:

- Leading and developing the Computing curriculum.
- Managing the budget and maintaining digital resources.
- Ensuring Purple Mash licences are up to date.
- Supporting staff with planning, teaching and assessment.
- Delivering CPD and sharing updates from training.
- Monitoring standards and reporting to the Headteacher/Governors.

9. Resources

Key resources include:

- Laptops, iPads, Kindles and programmable devices.
- Purple Mash (core scheme).
- Online safety monitoring via Securus.
- Digital content creation tools and coding software.
- Classroom displays and reference materials.

Resources are updated annually following an audit by the Subject Leader.

10. Inclusion and Equal Opportunities

The Computing curriculum promotes equality by:

- Ensuring all learners can access the full curriculum through adaptive teaching.
- Providing additional support for SEND and EAL pupils.
- Offering challenge for more able pupils.
- Ensuring diverse role models and contexts are used within teaching.
- Encouraging positive digital citizenship and respectful online behaviour for all.

11. Health and Safety

- Pupils follow clear rules for safe and responsible use of devices.
- Equipment is used under appropriate supervision.
- Online risks are minimised through school filtering, monitoring via Securus and online safety teaching.
- Staff are responsible for ensuring cables, devices and chargers are used safely.

12. Parental and Community Links

- Parents are informed about online safety and digital learning.
- Purple Mash logins allow parents to view children's work at home.
- After-school computing clubs provide enrichment opportunities.
- Community partnerships may support digital learning where appropriate.

13. Review and Evaluation

- This policy will be reviewed annually.
- The Computing Subject Leader and Headteacher are responsible for evaluating the effectiveness of Computing provision.
- Adjustments will be made based on monitoring outcomes, staff feedback and technological developments.

14. Linked Policies and Documents

This policy should be read alongside:

- Online Safety Policy
- Maths Policy
- Feedback Policy
- SEND Policy