



MERE SCHOOL

COMPUTING & DIGITAL LITERACY POLICY

A curriculum framework for digital excellence, media evaluation, and child-centred online safety, aligned with the 2026 DfE Statutory Guidelines and Ofsted Education Inspection Framework.

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Reviewed:	September 2026 - DR (Computing Leader)
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Approval Date:	September 2026
Next Review Date:	September 2027

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1. Aims and Vision

Mere School believes that every child has the right to a curriculum that champions excellence, supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole-school curriculum but overall in the day-to-day life of our school. We believe that technology can provide enhanced collaborative learning opportunities, better engagement of pupils, easier access to rich content, support conceptual understanding of new concepts, and meet the diverse needs of all our pupils.

Our strategic aims for the computing curriculum are to:

- **Excitement and Rigour:** Provide an exciting, rich, relevant, and challenging Computing curriculum for all pupils.
- **Lifelong Capability:** Enthuse and equip children with the capability to use technology confidently and adaptably throughout their lives.
- **Resource Accessibility:** Give children access to a variety of high-quality hardware, software, and unplugged resources.
- **Critical Thinking and Resilience:** Instil critical thinking, reflective learning, and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- **Responsible Competence:** Teach pupils to become responsible, respectful, and competent users of data, information, and communication technology.
- **Governance and Legislation:** Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared, and manipulated.
- **Risk Minimisation:** Equip pupils with skills, strategies, and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- **Efficiency and Innovation:** Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- **Home-School Partnerships:** Provide technology solutions for forging stronger home and school links.
- **Computational Thinking:** Utilise computational thinking beyond the Computing curriculum to solve problems in broader contexts.
- **Exceeding Standards:** Exceed the minimum government recommended or statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

2. Safeguarding and Online Safety Integration

Online safety has a high profile at Mere School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by a comprehensive whole-school approach. Safekeeping is integrated directly into the design of both our Computing curriculum and technical infrastructure. We ensure that our online safety arrangements fully comply with the latest **Keeping Children Safe in Education (KCSIE) 2026** statutory guidance. The core elements of our safeguarding profile include:

- **A Progressive Curriculum:** A relevant, up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6, embedded in the day-to-day lives of our pupils and threaded throughout other subjects.
- **Professional Training:** Comprehensive training for staff, governors, and stakeholders which is regularly updated and aligned with emerging technological risks.
- **Parental Partnership:** Communication channels and home/school links through which parents are kept up to date with relevant online safety matters, policies, and agreements, including clear contact routes for concerns.
- **Acceptable Use Agreements:** Signed Acceptable Use Policies (AUPs) for pupils, staff, and parents, with copies freely available and re-signed annually.
- **Monitoring and Reporting:** An Online Safety Policy that clearly states how monitoring is undertaken, with explicit pathways to log and deal with any incidents or infringements.
- **Technical Filtering and Monitoring:** Robust filtering and monitoring systems active across all school networks and devices. To meet the KCSIE 2026 standards, the effectiveness of these systems is jointly reviewed, tested, and recorded at least once every academic year by the Senior Leadership Team (SLT), the Designated Safeguarding Lead (DSL), and our IT provider (Oakford).
- **Addressing Artificial Intelligence Risks:** A structured response to AI-enabled safeguarding risks, ensuring that staff understand emerging dangers (e.g., deepfakes, synthetic media, voice cloning, and AI-generated child exploitation material) and that pupils are taught critical media literacy to distinguish synthetic content from reality.

3. Computing Curriculum Strands

Computing is taught both discretely and, where appropriate, integrated into all subjects across the curriculum. In this way, specific Computing skills can be taught to pupils and then pupils can apply their new skills in other curriculum subjects. Pupils experience a broad programme of computing skills covering each of the strands of the National Curriculum (Computer Science, Information Technology, and Digital Literacy).

Purple Mash Scheme of Work

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which

help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links, and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years Foundation Stage (EYFS)

Although computing is not a statutory part of the EYFS, Mere School ensures that children of reception age receive a broad, play-based experience of computing through the use of new technologies. Pupils are taught to confidently use a range of technology purposefully to support their learning for all the Early Learning Goals as appropriate. Pupils in the Foundation Stage class have experiences using technology indoors, outdoors, and through role-play in both child-initiated and teacher-directed time. Sensible amounts of screen time are taught and modelled to support healthy habits.

The 2020 Development Matters statements are prerequisite skills for computing within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges to match our programme of study:

Stage	Area of Learning	Relevant Learning Statement / Outcome
Three & Four-Year-Olds	PSED Physical Dev Understanding World	- Remember rules without needing an adult to remind them. - Match developing physical skills to tasks and activities. - Explore how things work.
Reception	PSED Physical Dev	- Show resilience and perseverance in the face of a challenge. - Know and talk about the different factors that support overall health and wellbeing, including sensible amounts of 'screen time'.
Reception	Expressive Arts	Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
Early Learning Goal	PSED (Managing Self)	- Be confident to try new activities and show independence, resilience, and perseverance. - Explain the reasons for rules, know right from wrong, and behave accordingly.
Early Learning Goal	Expressive Arts	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.

Key Stage 1 Curriculum

Pupils in Key Stage 1 are taught to:

- 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, and 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.

Key Stage 2 Curriculum

Pupils in Key Stage 2 are taught to:

- 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.
- Evaluate information critically in an AI-enabled environment (KCSIE 2026 Core Skill): Pupils must be taught to identify AI-generated content, distinguish between genuine media and synthetic media (deepfakes, manipulated videos/audio), recognize techniques of online persuasion, and understand the implications of uploading personal data into online generative tools.

4. Assessment and Tracking

Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. This enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention. Teachers keep accurate records of pupil attainment and use this tracking data directly to inform future planning. Formative assessment is undertaken each session in Computing, with pupils actively encouraged to be involved in the process.

Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to support feedback and assessment. Summative assessment is undertaken in line with the assessment cycle (see school Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements into the 2Simple tool. Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash, and children are encouraged to self, peer, and group assess work in a positive way using collaborative tools such as 2Blog.

5. Inclusion, Accessibility & Differentiation

In line with the **2026 Ofsted Inspection Framework**, which puts the achievement and wellbeing of pupils with 'barriers to their learning' at the heart of school inspection, Mere School ensures that our Computing and Online Safety curricula are fully inclusive and adaptive. Suitable learning opportunities are provided for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. This is achieved through:

- **Coherently Planned Adaptations:** Coherently planning curriculum adaptations to support the progress of pupils with Special Educational Needs and Disabilities (SEND), ensuring they are given as many opportunities as possible to achieve alongside mainstream peers.
- **Inclusion and Support:** Collaborating directly with the Special Educational Needs Coordinator (SENCO) to provide extra pastoral support, specialized communication aids, and assistive technology (such as screen readers or specialized inputs) where required.
- **Reasonable Adjustments:** Making active adjustments to delivery, such as providing written transcripts of online instructional videos for pupils with hearing impairments or making resources available in a pupil's first language for those using English as an Additional Language (EAL).
- **Targeted Adult Support:** Assigning classroom assistants to individual or groups of pupils to enable greater one-to-one support and facilitate meaningful participation in digital activities.
- **Digital Leaders:** Appointing pupils demonstrating exemplary computing skills as 'Digital Leaders' to mentor and share their skills with staff and peers during lesson time, promoting an active peer-support network.

6. Resources and Infrastructure

All resources are procured with underlying considerations of value: the extent to which the resource impacts on learning, balanced against the material cost. Procurement protocol details are outlined in the school finance policy. A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.

Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader. An itemised list of all resources is shared with staff and kept up to date by the Computing Leader, who also provides strategic suggestions and best-practice guidance for getting the very best out of the hardware and software.

7. Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group. Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule. Monitoring is achieved through:

- Work Scrutiny of electronic portfolios on Purple Mash.
- Learning Walks and formal classroom observations.
- Pupil Voice and Teacher Voice feedback sessions.
- Reflective Teacher Feedback and learning environment monitoring.

Evaluation and feedback are formally integrated through dedicated Computing Leader and Assessment Leader time, using recognized standards documentation for end-of-year expectations and national benchmarking. Written feedback on monitoring activities is provided by the Computing Leader in a timely manner. Feedback on whole-school areas of development is fed back through Teacher Development (TD) Days, staff meetings, and dedicated agenda items.

8. Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, specific members of staff hold key roles and responsibilities:

Head Teacher

- Monitor the implementation of the Computing Policy and its associated policies (Safeguarding, SEND, and Online Safety).
- Ratify, in conjunction with the Governing Body, the Computing Policy, Online Safety Policy, and Computing Leader's Action Plan.

- Secure technical support service contracts and infrastructure maintenance contracts (with Oakford).
- Approve strategic CPD and training in line with the school's development plan, ensuring that all staff receive necessary digital safety updates.
- Approve and set budget bids, creating in conjunction with the Computing Leader a long-term vision and forecasted expenditure for technology.
- Monitor the performance of the Computing Leader in respect to their specific job description.
- Joint Annual Safeguarding Duty (KCSIE 2026): Jointly participate in, and record, an annual review of the effectiveness of the school's filtering and monitoring systems, collaborating with the DSL, Computing Leader, and IT provider (Oakford).

Computing Leader

- Raise the profile of Computing for all stakeholders.
- Monitor standards of Computing across the school and provide written feedback to staff in a timely fashion.
- Ensure robust assessment systems are in place and maintain consistency in standards across year groups.
- Report on Computing at specific times of the year to the Governing Body, Head Teacher, and staff.
- Audit the training needs of staff and actively support their day-to-day practice and CPD.
- Seek opportunities to model and share new educational technology initiatives and ideas.
- Maintain an up-to-date log of all hardware and software resources.
- Review and develop the Computing and online safety curriculum to reflect emerging technologies and statutory guidelines.
- Work closely with the SENCO and Head Teacher to ensure that computing provision is above adequate, and that all statutory legislation is in place.
- Joint Annual Safeguarding Duty (KCSIE 2026): Work alongside the Head Teacher, DSL, and IT provider (Oakford) to test, review, and record the annual effectiveness of the school's filtering and monitoring arrangements.

IT Technician (Oakford)

To ensure absolute policy consistency across our digital and safeguarding documentation, our IT service provider is formally recognized as **Oakford**. The IT Technician is responsible for ensuring that:

- Routine scheduled maintenance and critical system/security updates are conducted on all school systems.
- Administration and setup of online services, including the school website, are supported.
- Hardware and software errors are resolved quickly, prioritizing based on learning impact.

- School filtering, monitoring, and virus protection are routinely checked, updated, and kept secure.
- Network connectivity and stability are maintained.
- The school's technical infrastructure meets the required online safety technical specifications as identified by the DfE 'Meeting Digital and Technology Standards in Schools & Colleges' and local authority guidance.
- User access to networks and devices is clearly controlled, safe, and managed.
- The Computing Leader and Head Teacher are supported in planning future infrastructure needs and projected costs.
- Joint Annual Safeguarding Duty (KCSIE 2026): Actively assist the Head Teacher, DSL, and Computing Leader in conducting and recording the annual technical review of filtering and monitoring effectiveness.

Administration

- Maintain and update the school website content in cooperation with the IT technician.
- Post approved communication requests to the school's official social media accounts.
- Support the procurement of resources, technical services, and administrative data management.

9. Administrative Use & Data Protection

Each teaching staff member is allocated a school laptop containing relevant software and educational documents. All administrative and teaching computers must have password-protected home screens to prevent unauthorised access to confidential or personal data. Where possible, correspondence to Wiltshire Council is conducted electronically. The school promotes the use of encrypted email (Outlook) where appropriate. Daily attendance is recorded by teachers directly onto the SIMS database, and pupil tracking data is securely managed on our online Insight tracker.

Data Protection Compliance: All administrative and technological operations at Mere School comply strictly with UK data protection laws. This includes the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the newly active **Data (Use and Access) Act 2025**. Staff must adhere to the data policies, which stipulate how confidential pupil and staff information must be safely stored, processed, and shared. Particular care must be taken to prevent data breaches, and any personal data requests must follow the guidelines set out in our Data Protection Policy.

10. Health and Safety

Pupils are taught how to safely and responsibly handle electronic equipment. Age-appropriate class and safety rules are displayed in all learning environments. From the Foundation Stage,

pupils are taught to respect and care for technology equipment. Computer equipment is inspected annually and meets agreed safety standards.

If potentially dangerous faults are found, they must be reported to the Head Teacher immediately, and the affected equipment must be withdrawn from use. Dangerous faults must never be left unaddressed, and staff are responsible for maintaining a vigilant physical environment.