



Computing Policy

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Approved by: R Casserley (Computing Coordinator)

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Overview

At Mossley CE Primary School, we recognise that Computing is an essential part of preparing children for life in a modern, digital society. Technology underpins many aspects of everyday life and future employment, and our Computing curriculum ensures that pupils develop the knowledge, skills and understanding required to participate safely, confidently and responsibly.

A high-quality Computing education enables pupils to use 'computational thinking' and creativity to understand and shape the world around them. Computing has strong links with mathematics, science and design and technology and is used to enhance learning across the wider curriculum. This policy reflects the school's commitment to ambition, inclusion and safeguarding and aligns with the Department for Education's National Curriculum for Computing and the Ofsted Education Inspection Framework.

Curriculum Intent

The intent of the Computing curriculum at Mossley CE Primary School is to provide all pupils with a high-quality, ambitious and inclusive education that equips them with the knowledge, skills and understanding needed to thrive in an increasingly digital world. The curriculum is designed to be broad, balanced and progressive from Reception to Year Six. It ensures that pupils build secure foundations in computer science, information technology and digital literacy. Additionally, online safety is embedded throughout the curriculum so that pupils develop a clear understanding of how to use technology safely, responsibly and respectfully. We aim for all pupils to know more, remember more and be able to do more in Computing as they progress through the school.

Aims

The aim of Computing at Mossley CE Primary School is to ensure that all pupils receive a relevant, engaging and challenging curriculum that meets and exceeds the statutory requirements of the National Curriculum for Computing. Through high-quality teaching and learning, pupils develop confidence, resilience and problem-solving skills, alongside a secure understanding of how technology can be used creatively and purposefully. Computing is used to enhance learning across the wider curriculum, preparing pupils for future education, employment and life in a digital society, while ensuring they understand the importance of using technology safely and responsibly.

Curriculum Implementation

We use Purple Mash (2Simple) as the core platform to deliver the Computing curriculum from Reception to Year Six. This supports consistent delivery of the National Curriculum, provides clear progression of knowledge and skills and offers high-quality resources to support teachers. The curriculum is carefully sequenced to build on prior learning and increase in complexity as pupils move through the school. Teachers are supported through guidance, exemplification and professional development to ensure confident and effective implementation.

Early Years Foundation Stage (EYFS)

In the Early Years, Computing is delivered through play-based, practical and exploratory learning, supporting the characteristics of effective learning and early development.

Children are provided with opportunities to:

- Explore technology in real-life contexts through role play
- Use interactive whiteboards to support mark making and communication
- Develop early programming skills using programmable toys
- Learn how to use technology safely through age-appropriate activities and discussion

Key Stage 1

Pupils are taught to:

- Understand what algorithms are and how they are implemented as simple programs
- Create, test 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
- Know where to seek help if they have concerns about online content or contact

Key Stage 2

Pupils are taught to:

- Design, write and debug programs that accomplish specific goals
- Solve problems by decomposing them into smaller parts
- Use sequence, selection and repetition in programs, including variables
- Use logical reasoning to explain how algorithms work and to detect and correct errors
- Understand computer networks, including the internet and the World Wide Web
- Use search technologies effectively and evaluate digital content critically
- Select, use and combine a range of software to collect, analyse, evaluate and present data
- Use technology safely, respectfully and responsibly and know how to report concerns

Inclusion

At Mossley CE Primary School, the Computing curriculum is designed to be inclusive and accessible to all pupils. Teaching, and resources, are adapted to meet the needs of all pupils, including those with SEND, and technology is used to remove barriers to learning wherever possible. Visual, audio and interactive resources support pupils with English as an Additional Language, and additional access to technology is provided where appropriate. High expectations are held for all pupils, and reasonable adjustments ensure that every child can achieve their full potential in Computing.

Online Safety and Safeguarding

Online safety is a central part of the school's safeguarding culture and is embedded throughout the Computing curriculum. Pupils are taught how to keep personal information private, communicate

respectfully online, recognise unsafe or inappropriate content and report concerns confidently. Appropriate filtering and monitoring systems are in place, and Acceptable Use Policies are signed by pupils, staff and parents. Online safety education is reinforced through assemblies, curriculum links and regular communication with parents, in line with statutory safeguarding guidance.

Assessment and Impact

Assessment in Computing is ongoing and used to inform teaching and learning. Computing is tracked alongside the other foundation subjects in a bespoke format. It is aligned with National Curriculum expectations and informed by outcomes produced in Purple Mash. Teachers assess pupils' knowledge, skills and understanding on a half-termly basis, drawing on evidence from digital portfolios, lesson observations and pupil discussion. Assessment information is used to identify gaps or misconceptions, inform planning and support appropriate challenge or intervention.

The impact of the curriculum is seen in pupils' confidence, independence and ability to apply Computing skills across the wider curriculum in a safe and responsible manner.

Through assessment at certain points in each academic year, a range of abilities are targeted. Staff and pupil voice is also collated which then feeds into the ongoing action plan. Teacher assessments, including the end of year level achieved, are reported to parents in the annual reports, and assessments are passed onto the next class teacher

Monitoring and Governance

The Computing Leader is responsible for monitoring the quality of teaching, learning and assessment in Computing across the school. This includes work scrutiny of digital portfolios, learning walks, pupil and staff voice and analysis of assessment information. Findings are used to inform professional development and curriculum improvement. Governors support and challenge the school by reviewing Computing provision and outcomes, ensuring statutory requirements are met and monitoring safeguarding and online safety arrangements. This ensures Computing remains a strong and effective part of the school's curriculum.