



Computing Policy January 2026

(Review: January 2027)

Rationale

Computing is changing the lives of everyone. It has irrevocably altered the way we record and share information and it has made many daily tasks simpler and more efficient. It has revolutionised teaching and learning and brought previously unthought-of creativity to the way in which information can be presented and shared. At Parklands Primary School, we believe being computer literate is an essential skill and it is our duty to equip our children. Through teaching Computing at Parklands, we prepare children to participate in a rapidly changing world, where work and leisure activities are increasingly transformed by technology. We constantly look for opportunities for children to use Computing, to develop and enhance their learning throughout the curriculum.

Intent:

All pupils at Parklands Primary School have the right to have exciting, rich, relevant, and challenging learning experiences, that balance all the aspects of computing. With technology playing such a significant role in society today, we believe 'Computational Thinking' is a skill that children must be taught, if they are able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with other curriculum subjects such as: Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. At Parklands Primary School, the core of computing is Computing Science in which pupils are introduced to a wide range of technology, including laptops, iPads, PCs and interactive whiteboards, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they can express themselves and develop their ideas through information and computer technology - at a level suitable for the future workplace, as active participants in a digital world.

At Parklands Primary School, we teach a curriculum that enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms, and data representation;
- Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems;

- Evaluate and apply information technology analytically to solve problems;
- The ability to pose their own questions and use computing to research appropriately in the search for answers;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum;
- Find, explore, analyse, exchange and present information;
- Understand how to safely use internet search engines, including having an awareness of pitfalls;
- Understand what to do if they feel unsafe or uncomfortable online;
- Explore their attitudes towards computing, its value for themselves, others and society, and their awareness of its advantages and limitations.

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups;
- the systematic progression through key stages 1 and 2;
- that the National Curriculum Programs of Study and their associated strands, level descriptions and attainment target are given appropriate coverage;
- that all children have access to a range of computing resources;
- that computing experiences are focused to enhance learning;
- that cross curricular links are exploited where appropriate;
- that children's experiences are monitored and evaluated;
- that resources are used to their full extent;
- that resources and equipment are kept up to date as much as possible;
- that staff skills and knowledge are kept up to date.

Implementation:

The National curriculum purpose of study states:

'The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems, and a range of content. Computing also ensures 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'.

At Parklands Primary we use the Purple Mash and the Teach Computing Schemes of Work as a basis for our Computing Curriculum. This ensures progression and that skills are built each year on previous learning. Our Computing progression model is broken down into three strands that make up the computing curriculum. Where appropriate, units are supplemented with additional software and hardware such as Scratch, BeeBots, Crumbles, Micro:Bits, as well as using Microsoft Office.

	At Key Stage 1 pupils are taught to:	At Key Stage 2 pupils are taught to:
Computer Science	<p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [SEARCH] results are selected and ranked</p>
Information Technology	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use search technologies effectively</p> <p>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</p>
Digital Literacy	<p>Recognise common uses of information technology beyond school</p> <p>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</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

Teachers use Purple Mash, Seesaw and Office to document children's work, where possible encouraging children to document and present their own work.

Teachers at Parklands Primary School plan the following to support learning:

- Knowledge mats/organisers which outlines 'sticky knowledge' (including vocabulary) all children must master;
- A cycle of lessons for computing, which carefully plans progression and depth;
- Low stakes quizzes which support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their knowledge in a philosophical/open manner;

Impact:

Our Computing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Children are responsible, competent, confident and creative users of information and communication technology;
- A celebration of learning for each term, which demonstrates progression across the school;
- Tracking of gains in each quiz;
- Pupil discussion about their learning.

The expected impact of following our computing curriculum is that children will:

- Be critical, computational thinkers and able to understand how to make informed and appropriate digital choices;
- Understand the importance that computing will have going forward in both their educational and working life and in their social and personal life;
- Understand how to balance time spent on technology and time spent away from it in a healthy and appropriate way;
- Understand that technology helps to showcase their ideas and creativity. They will know that different types of software and hardware can help them achieve a broad variety of artistic and practical skills;
- Show a clear progression of technical skills across all areas of the National Curriculum - computer science, information technology and digital literacy;
- Be able to use technology both individually and as part of a collaborative team;

- Be aware of online safety issues and protocols and be able to deal with any problems in a responsible and appropriate manner;
- Have an awareness of developments in technology and have an idea of how current technologies work;
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

Due to this being a new system, Y1-Y2 have followed a "catch up curriculum" with a range of lessons from different year groups. These lessons have been specifically selected to plug any gaps in the children's knowledge and prepare them for the units to come.

EYFS

Computing in EYFS (Reception Year) is taught through the Early Years curriculum as part of 'Understanding the World', one of the four specific areas of learning.

Children have daily access to a range of technology, such as interactive whiteboard and 2-in-1 laptops; they use iPads to take photographs and record sounds and videos; programmable toys such as Beebots; and have access to a light panel. Children also experiment with pulley toys and lift-the-flap books.

As well as enjoying using a range of technology, children are also taught basic computer skills such as;

- selecting and using a program;
- using the keyboard to type;
- saving a file.

Most of these skills are taught through Mini Mash, the EYFS element of Purple Mash which we use throughout Years 1-6. Children gain familiarity with the software in preparation for moving into Year 1.

Within EYFS class discussions, the children will carefully consider how to use the technological equipment safely following our academy rules and know what they should do if they come across something they do not like.

Teaching time

Time allocated to the subject is in line with statutory guidance for EYFS, KS1 and KS2. Individual classes, however, have flexibility within this structure to use timings to meet the needs of our learners. Each class teacher will provide regular computing lessons that may vary in length but will generally last for the equivalent of at least one hour a week in KS1 and KS2. The time can be spent in class or in the suite. Hours may be grouped together to facilitate longer time to practise skills, etc. In which case a lighter touch can be used in other weeks. Generally, at least one session per week is used for the teaching and learning of specific computing skills, whilst another session is used to

support cross-curricular work using computing. In foundation stage, time allocated will vary, due to the cross-curricular nature of the curriculum.

Assessment

Assessment is based on teacher assessment. Teachers will monitor children's development in Computing by completing their assessment grids, as they progress through each project. The grids should be dated when the objective has been taught/accessed. We assess learners work in computing, whilst observing them working in lessons (not just computing) and using open questioning. This information is then analysed by the subject lead and passed on to the next class teacher and feedback is given.

Resources

We aim to provide quality resources in computing that are up to date and well maintained. The computing subject lead, together with the ICT administrator and SLT, is responsible for the organisation, ordering and monitoring of resources, through discussion with class teachers. All members of staff have responsibility to ensure the safe and correct use of computer hardware and software. All staff must inform the subject leader and/or technician of problems experienced with any equipment. Equipment that is faulty and may pose a health and safety risk, must be reported immediately to the superintendent and/ or the computing subject lead. The subject lead and SLT are responsible for ensuring the maintenance and repair of equipment through liaison with the school technician and the technician from primary computing support, the technical support company working with the school.

Hardware:

There is access to:

- Colour printers;
- Laptops for pupils;
- iPads;
- Beebots;
- Video players;
- Each class has an interactive whiteboard plus one in the hall and computing suite;
- Crumbles on a hire basis yearly;
- Microbits;
- Digital microscope;
- Logit devices and other datalogging equipment;
- Easi-speak microphones, sound buttons and talking postcards;
- All class teachers have a laptop and another is available for art and music;
- Our speech and language provision with Mable therapy has their own ICT facilities.

Software

There is access to software that allows wide access to all types of programs necessary to fulfill the requirements of the computing scheme of work. We use Purple Mash and

Seesaw throughout the school, as it has tools that support many of the skills that we aim to teach and develop. Key stage two children are developing skills using MS Powerpoint, Word and Publisher. For a full list of software available please see the list under network programs when connected to the server.

We use Pobble, Literacy Shed and Times Table Rockstars to support learning in English and Maths, these are all online services, pupils have access at home through their own logins to Times Table Rockstars and Purple Mash.

Internet

Some Computing units and many non-computing curriculum topics are enhanced using E-mail and access to the internet. All staff have access to an email account via Microsoft 365, staff also have access through this to our school calendar and cloud storage facilities on Onedrive. All pupils and staff use Purple Mash and Seesaw, which are a cloud-based learning package we subscribe to learn and document learning. It is used extensively in the teaching of Computing and other subjects, but pupils also have access at home where they can consolidate learning, develop new skills and create their own blogs. Our website is mostly an outward-facing tool, maintained by Sam Winter and the computing lead Jessica Brown, although there are areas to celebrate children's work, provide relevant links and allow moderated comments from the school community. We will continue to stay abreast of developments in the use of social networking and other new media tools and make appropriate choices on if and how to use them with our pupils.

Health and safety

Health, safety and welfare are an integral part of all activities in school and all staff will take all reasonable steps to provide safe and healthy conditions for learners, and others, during curriculum activities to ensure compliance with all relevant health and safety legislation. (ref. Health and safety policy). Staff supervising learners off-site must follow the school's agreed procedures and guidelines for such activities and ensure they follow guidelines provided by the premises they use. Online safety is taught in all key stages throughout the year using the Leeds online safety scheme. All staff receive regular training on how to teach online safety and support children in the safe use of communication technologies. *(refer to online safety policy and acceptable use policy.)*

Inclusion statement

At Parklands Primary School we will provide an inclusive curriculum in computing, which embodies the stated aims of our school. We will do this by:

- Providing learning opportunities that are differentiated and enable all our learners to experience success in computing;
- Providing support which is differentiated and appropriate so that learners can access the National Curriculum in a meaningful way;
- Provide a curriculum that is relevant to the needs and backgrounds of all our learners;
- Working towards a more personalised curriculum, responding flexibly to our learners.

Equal opportunities statement

At Parklands Primary School we promote the educational welfare of children who attend our school, by providing a safe place to learn and therefore helping to raise their educational attainment. We aim to enable children to achieve by raising the self-esteem and self-confidence of those who attend the school, by valuing each individual's unique worth and celebrating cultural diversity.

It is our intention not to discriminate against any pupil or adult at the school on the basis of gender, race, colour, nationality, religion, disability, sexual orientation, age or health

We expect all users of the school - children, staff, volunteers and visitors - to abide by these principles and treat everyone with respect, care and dignity and to maintain confidentiality.

Role of the subject lead

The subject lead's responsibilities are:

- Raising the profile of Computing for all stakeholders in school;
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development;
- Ensuring assessment systems are in place for Computing;
- Maintaining overall consistency in standards of Computing across the school;
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff;
- Auditing the needs of the staff in terms of training/CPD;
- Actively supporting staff with their day-to-day practice;
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives;
- Attending training and keeping abreast with the latest educational technology initiatives;
- Using nationally recognised standards to benchmark Computing;
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan;
- Keeping an up-to-date log of all resources available to staff. Procuring physical and online resources that demonstrate best value;
- Reviewing the Computing curriculum and developing it as needed;
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Reviewed date: January 2026

Reviewed by: Jessica Brown Computing Lead

Next Review date: January 2027