HARTSBOURNE PRIMARY SCHOOL

COMPUTING POLICY

DATE OF POLICY: March 2026	**DATE OF NEXT REVIEW:** March 2027
MONITORED BY: SENIOR LEADERSHIP TEAM	**RATIFIED BY:** TEACHING & LEARNING COMMITTEE

1. Rationale

We believe that computing skills:

- Are essential for children to fully participate in the modern digital world.
- Allow children to become creators of digital content rather than simply consumers of it.
- Provide access to a rich and varied source of information and content.
- Allow children to communicate and present information in new ways.
- Build on the enthusiasm and energy children already have for digital media.
- Offers opportunities for communication and collaboration both inside and outside of school.

2. Aims and Intent

We will teach children to:

- **Build confidence with technology** – Children will learn to use computers, tablets, and other devices safely and purposefully in everyday learning.
- **Understand how computers work** – Children will explore the basic ideas behind technology, including what algorithms are and how programs run.
- **Develop problem-solving skills** – Children will learn to break problems into steps, spot patterns, and think logically to find solutions.
- **Learn to code and create** – Children will design, write, and debug simple programs, becoming creators of technology rather than just users.
- **Stay safe and respectful online** – Children will be taught how to use the internet responsibly, keep personal information safe, and treat others kindly online.
- **Use technology creatively and effectively** – Pupils will use digital tools to present ideas, work collaboratively, and support learning across different subjects.

3. Implementation

3a. Curriculum Structure

Children in the Early Years will have the opportunity to learn about and utilise digital devices as part of their wider curriculum. Examples of this may include interacting with the whiteboard to complete counting activities and accessing age-appropriate educational apps via tablet computers.

Children in Key Stages 1 and 2 will have one dedicated computing lesson per week, following the Project Evolve scheme of work for e-safety and the National Centre for Computing (NCCE) for all other units. During those lessons, each class will have access to a suite of tablet or laptop computers, depending on which unit of work they are completing.

All classes may utilise digital devices for other lessons as well, where relevant.

3b. Subject Planning

Key Stage 1

Children will learn to:

- **Recognise everyday technology** – Children will identify where technology is used at home, in school, and in the wider world.
- **Give and follow simple instructions** – Children will learn that computers follow precise steps by creating and carrying out simple instructions (algorithms).
- **Explore cause and effect** – Children will predict what will happen when they give instructions to a device and learn from the results.
- **Organise and present simple information** – Children will use technology to sort, group, and display information such as pictures or basic data.
- **Use technology to support early learning** – Children will practise skills like writing, drawing, and counting using age-appropriate digital tools.
- **Begin to understand digital content** – Children will learn that text, images, and videos are created by people and can be changed or saved.

Key Stage 2

Children will learn to:

- **Design and refine programs for a purpose** – Children will plan, create, and improve programs to achieve specific goals, such as games or simulations.
- **Work with different types of data** – Children will collect, analyse, and present data using spreadsheets, databases, or other digital tools.
- **Understand how networks support communication** – Children will learn how the internet enables devices to connect and share information.
- **Select the right digital tools** – Children will choose appropriate software to complete tasks effectively across different subjects.
- **Develop accuracy and independence** – Children will become more proficient in using technology, checking their work and improving outcomes.
- **Understand digital responsibility in a wider context** – Children will explore issues such as copyright, ownership, and the reliability of online information.

Further information about curriculum sequencing can be found on the Project Evolve or NCCE websites, or the school's shared Google drive, on request.

3c. Teaching and Learning Approaches

- Effective computing lessons will incorporate a combination of knowledge (children learning about technology) and skills (children learning to use technology).
- Teachers may use lesson starters to share learning objectives and use retrieval practice to recap prior knowledge or skills.

- Teachers will share key concepts and vocabulary to support children's understanding of new learning, and model expectations for children's work, often utilising the interactive whiteboard or visualiser to do so.
- In the majority of lessons, children will have an opportunity to apply their knowledge and skills by using tablet or laptop computers in pairs or small groups. Teachers may choose to model expectations beforehand, or demonstrate live modelling, with the children following each step on their own devices.
- Teachers may utilise plenaries at the end of lessons to share children's work for critiquing, to explain to the children what the next step in their learning sequence will be, or to use assessment questions to embed key learning points.

3d. Inclusion and Adaptation

- Teachers will adapt lesson content to ensure that all children are able to access the learning and receive appropriate levels of stretch and challenge. Where this is not possible, children may complete an alternative lesson, with or without adult intervention.
- Teachers may also adapt the learning environment or lesson content in deference for learners with special educational needs or disabilities (SEND). Such adaptations may include, but are not limited to, the following provisions:
    - **Breaking tasks into small, manageable steps** - providing clear, step-by-step instructions for activities such as coding or using software, or using visual prompts, worked examples, and checklists so children can see exactly what to do next without having to hold lots of information in mind at once.
    - **Using visual supports and consistent modelling** - pairing spoken instructions with visuals such as diagrams, screen recordings, or live demonstrations, as well as keeping language simple and consistent, and modelling each stage of a task so pupils can copy and rehearse actions confidently.
    - **Building in structured collaboration and clear roles** - when working in pairs or small groups, assigning defined roles or approaches to reduce anxiety, support engagement, and help children who may struggle with unstructured social interaction.
    - **Reducing cognitive and sensory overload** - limiting unnecessary visual clutter on screens, avoiding overly busy backgrounds, and ensuring clear contrast in teaching materials, as well as allowing access to headphones, screen filters, or quieter working spaces where needed.
    - **Providing alternative ways to access and show learning** - offering options such as drag-and-drop coding tools, switch devices, or touch screens instead of keyboard-heavy tasks, or allowing children to demonstrate understanding verbally, through screenshots, or with supported adult input if fine motor skills are a barrier.

4. Assessment

- Teachers will regularly assess progress through observations during lessons and reviewing pupil work that is saved on our internal server.
- Computing lessons will include opportunities for children to learn and retrieve key knowledge, as well as learning and practising new skills. Teachers will use these opportunities as a way to assess children's understanding through observation and questioning.

- Many units of work will progress naturally towards a final piece of work that incorporates the skills children have learned along the way, and these pieces will serve as key milestones for teacher assessment.
- In some units, teachers will also utilise end-of-topic quizzes provided by the NCCE to assess children's knowledge and understanding of a topic, as well as their skills.
- Teachers will report on children's attainment in computing during termly 'data drops', with an overall judgement then included in children's end-of-year reports.

5. Impact and Monitoring

- Curriculum leaders, in collaboration with senior leaders, will monitor the standards of teaching and learning in computing through several monitoring activities throughout the year.
- These activities may include learning walks to observe teaching in computing lessons, reviewing recorded work on a termly basis, and meeting with children to gain 'pupil voice'.
- The outcomes of these monitoring activities will form the basis of subsequent curriculum action plans, which will be reviewed and updated annually.

6. Roles and Responsibilities

Class teachers will:

- Adapt units of work provided by the NCCE appropriately to tailor them to the needs of their cohort.
- Plan, teach and assess sequences of lessons within half-termly units of work, providing all children with the opportunity to learn and practise the key knowledge and skills required.
- Use a combination of formative and summative assessment techniques to track pupil attainment and progress in computing.
- Ensure that e-safety skills are taught explicitly at least once per half-term, but draw them out of other lessons, particularly those in which children are required to access the internet.
- Monitor children's use of technology carefully during lessons, promoting safe and responsible use at all times.
- Direct support staff, as appropriate, to support or enhance the learning of individuals or small groups.

Curriculum leaders will:

- Monitor standards of teaching and learning through monitoring activities such as learning walks, reviews of recorded work and pupil voice interviews.
- Provide support and guidance to staff in effective teaching of computing by creating resources or guidance documents, or leading staff training.
- Create annual curriculum action plans to identify areas for development within the subject, based on outcomes from the monitoring activities listed above.
- Manage and utilise a provided curriculum budget in order to ensure that resources required for the successful teaching of computing are available and in good working order.
- Collaborate with curriculum leaders across the Bushey St James Trust, external professionals such as school governors or inspectors, and (where possible) link contacts in local schools to ensure that our curriculum offer in computing is both enriching and effective.

Senior leaders will:

- Collaborate with and support curriculum leaders to monitor and evaluate standards of teaching and learning in computing effectively.
- Reviewing curriculum action plans and monitoring progress towards achieving the targets stated

within them as part of teacher performance appraisal meetings.
- Provide curriculum leaders with the support, time and resources they require to lead, manage and develop computing effectively.

7. Enrichment and Wider Opportunities

- Where relevant, accessible and affordable, class teachers will look to organise offsite visits or invite visitors into school to deliver specific workshops and/or clubs to enrich learning about computing.
- On an annual basis, curriculum leaders will collaborate with their partners across the BSJT to organise cross-phase projects to enrich learning about computing.

8. Equal Opportunities, Inclusion, Health and Safety

- We are committed to providing a broad, balanced and ambitious curriculum that is accessible to all pupils, regardless of background, ability or need. In line with the Equality Act 2010, we actively promote equality of opportunity and do not tolerate discrimination of any kind. Our curriculum is designed to be inclusive, enabling all pupils—including those with SEND, those who are disadvantaged, and those with English as an additional language—to participate fully and achieve well. Teachers adapt learning through appropriate scaffolding, challenge and support so that all pupils can access the same high-quality curriculum, while also meeting individual needs. We aim to reflect and celebrate diversity within our curriculum content, preparing pupils for life in modern Britain and fostering respect, tolerance and understanding. Through careful planning, monitoring and ongoing professional development, we ensure that inclusion remains at the heart of our curriculum design and delivery.
- Before any off-site visit is undertaken, an appropriate risk assessment will be carried out and submitted in accordance with the school's and Education Authority's guidelines.
- All fixed electrical appliances in school are tested by a Local Authority approved contractor every five years and all portable electrical equipment in school is tested by an external contractor every twelve months.
- Staff should not bring their own electrical equipment into school but, if this is necessary, equipment must be PAT tested before being used. This also applies to any equipment brought into school by staff from other schools, visitors running workshops or other activities. It is the responsibility of the member of staff organising the workshop or event to advise those people.
- All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician and/or senior leader who will arrange for repair or disposal.

In addition:

- Children should not put plugs into sockets or switch the sockets on, or carry mobile devices from the storage cabinets without adult supervision.
- Trailing leads should be made safe behind the equipment and covered with mats.
- Food and drink or other liquids must not be taken near the computers or other devices.
- Magnets must be kept away from all equipment.
- All safety guidelines for whiteboards, printers etc must be followed.
- E-safety guidelines will be set out in the E-safety Policy & Acceptable Use Policy.

Security, Access and GDPR
Hartsbourne Primary School buys a service level agreement with the Bushey St James Trust and services are provided by the IT Department at Bushey Meads Secondary School. The Computing technician(s) can be contacted via the BSJT helpdesk and will be responsible for:

- Regularly updating anti-virus software.
- Visiting the school once per week to address any technical issues or problems.
- Setting up new equipment and devices.
- Advising the school on the purchase of new equipment.

Use of IT and computing will be in line with the school's 'acceptable use policy' and all staff and volunteers must sign that they have read and understand the policy.

9. Safeguarding and Wellbeing Links

- Each unit of computing will begin with a dedicated e-safety lesson, following the Project Evolve scheme of work. Key messages related to e-safety will also be reinforced through the NCCE units of work, PSHE lessons and assemblies.
- Where appropriate, teachers will also deliver messages about the detrimental effects of too much screen time on children's mental health and wellbeing, as well as the importance of a healthy, balanced lifestyle. Age-appropriate messages regarding social media, fake news and AI-generated content will also be delivered as part of specific e-safety lessons as well as the PSHE curriculum.