



Computing Policy ([Link](#))

Review date: July 2026

### **Purpose and Aims**

At WoodEnd Primary School, we recognise the vital role of computing and information communication technology (ICT) in modern education and everyday life. This policy outlines how we deliver a high-quality, inclusive computing curriculum aligned with the National Curriculum.

### **Our aims are to:**

- Meet the statutory requirements of the National Curriculum programmes of study.
- Provide a relevant, challenging, and enjoyable computing curriculum.
- Use ICT to enhance learning across the curriculum.
- Equip pupils with confidence and competence in digital technologies.
- Promote safe, responsible, and ethical use of ICT.
- Support staff with knowledge and confidence to teach and assess computing effectively.

### **Curriculum Overview**

Early Years Foundation Stage (EYFS)

Children in EYFS explore computing through play-based, real-world experiences such as:

- Using recording devices, walkie-talkies, and simple control toys.
- Engaging in role play scenarios involving technology (e.g. shops with tills or scanners).
- Developing language, control, and confidence through hands-on ICT resources.

Key Stage 1 Outcomes

By the end of KS1, pupils will:

- Understand and create simple algorithms and debug them.
- Use logical reasoning to predict program behaviour.
- Use technology purposefully for tasks such as creating, storing, and retrieving content.
- Recognise common uses of ICT beyond school.
- Use technology safely and respectfully, keeping personal information private.

Key Stage 2 Outcomes

By the end of KS2, pupils will:

- Design, write, and debug programs for specific goals.
- Use sequence, selection, repetition, variables, and inputs/outputs in coding.



- Understand networks, including the internet and web-based services.
- Evaluate digital content and use search engines effectively.
- Use ICT tools for collecting, analysing, and presenting data and information.
- Understand e-safety, copyright, and responsible use of digital tools.

### **Teaching and Learning**

Each class receives one dedicated computing lesson per week, following the National Curriculum and the school's long- and medium-term plans. Evidence of pupils' learning is recorded in a class A3 computing book, which includes the date, learning objective, and photographic evidence of the lesson. In addition to these structured sessions, teachers also integrate ICT across other areas of the curriculum where appropriate to enhance learning.

### **Assessment**

Teachers assess pupils' computing skills through ongoing observations, discussions, and evaluation of their work. At the end of each unit, pupils are assessed and categorised as working towards expectations, meeting expectations, or exceeding expectations. These judgements are recorded as part of the class recording system to track progress and inform future planning.

### **Resources and Access**

The school is equipped with six laptop trolleys, each containing 30 Chromebooks, providing ample access to technology for all pupils. Every classroom is fitted with an interactive whiteboard, and each teacher has an iPad for class activities and collecting evidence of learning. All computers across the school are networked and have filtered internet access to ensure online safety. ICT resources are securely stored and regularly maintained to support effective teaching and learning.

### **Online Learning Resources for Home**

Children are encouraged to continue their learning at home using a range of online platforms, including Times Tables Rockstars, Purple Mash, Reading Eggs, the FFT KS1 Reading Scheme, MyMaths, and Google Classroom. Each child is provided with individual login credentials and they are taught the importance of keeping their passwords secure to ensure safe access to these resources.

### **Inclusion and Differentiation**

Computing is taught inclusively to all learners, regardless of their ability, background, or needs. For pupils with special educational needs and disabilities (SEND), tasks are adapted to support their access and engagement with the curriculum. Additionally, technology is used to provide alternative ways for these pupils to learn and demonstrate their understanding effectively.



### **For high-achieving pupils**

Opportunities are provided for pupils to extend their learning and apply advanced skills, with teachers ensuring that these pupils are appropriately challenged to deepen their understanding and abilities.

### **Staff Training and Support**

Ongoing professional development is provided to staff through meetings, external training sessions, and in-school coaching. Teachers receive support in planning, teaching, and assessing computing to ensure confidence and effectiveness. Additionally, resources are shared among staff members to promote consistency and progression across the curriculum.

### **E-Safety and Acceptable Use**

Parents sign an Acceptable Use Agreement when their child joins the school, and pupils are made aware of the expectations regarding ICT use. E-safety rules are prominently displayed in all classrooms. Pupils are taught how to stay safe online, how to report any concerns, and how to protect their personal information. Any breaches of these safety rules are addressed promptly and may result in restricted access to technology.

### **Parental Involvement**

Parents are informed about e-safety and computing expectations when their child enters the school. Families are encouraged to support home learning by using the recommended online platforms. The school also recognises that not all families have access to ICT at home and provides support where possible to help bridge this gap.