Brookside Primary School

Copse Close

Oadby, Leicester.

COMPUTING POLICY

September 2026

Aims

The Computing Policy exists to:

- Ensure the statutory Computing curriculum is delivered in accordance with the 2014 National Curriculum for Key Stages 1-4.
- Promote the safe, responsible and ethical use of digital technologies by pupils, staff and visitors.
- Support inclusive learning by removing barriers for pupils with SEND, disadvantaged backgrounds or limited prior experience.
- Embed digital citizenship and online safety across all Computing lessons and throughout the wider school environment.
- Provide a clear governance framework for data protection, device management and safeguarding in digital contexts.

Curriculum Intent, Sequencing and Progression

National Curriculum Alignment

The school's Computing intent aligns with the statutory programmes of study as follows:

Key Stage	Programme of Study	Core Areas Covered
KS1 (Reception-Year 2)	**Understanding and Using ICT**	Basic concepts of information, simple algorithms, safe use of devices, introduction to coding through visual languages.
KS2 (Year 3-6)	**Computational Thinking, Programming, Digital Systems, Data**	Decomposition, pattern recognition, abstraction, algorithms, creating and debugging programs, understanding hardware and networks, handling data responsibly.

Progression Model

The school adopts the **Teach Computing** and **National Centre for Computing Education (NCCE)** progression frameworks. The model ensures that each year builds on the previous one:

- **Year 1-2 (KS1):** Unplugged activities develop algorithmic thinking; visual block-based coding introduces sequencing and loops.

- **Year 3-4 (KS2):** Transition to text-based languages (e.g., Scratch) while consolidating concepts of data representation and digital systems.
- **Year 5-6 (KS2):** Focus on variables, conditionals and simple data structures; deeper exploration of hardware components.

Assessment and Impact Monitoring

- **Formative Assessment:** Regular coding checkpoints, peer review of algorithms, digital quizzes and reflective journals to identify misconceptions early.

Teaching and Learning Strategies

Pedagogical Approaches

The Computing curriculum is delivered using evidence-based pedagogies:

- **Explicit Instruction:** Clear explanation of terminology, algorithmic steps and programming syntax before practice.
- **Unplugged Activities:** Hands-on, screen-free tasks that develop computational thinking without reliance on devices.
- **Hands-On Programming:** Regular coding sessions using block-based and text-based languages, with iterative debugging cycles.
- **Computational Thinking Framework:** Emphasis on decomposition, pattern recognition, abstraction and algorithm design across all year groups.
- **Collaborative Learning:** Pair-programming, group problem-solving and peer feedback to develop communication and teamwork skills.

Resources and Digital Tools

Approved hardware and software are selected on the basis of accessibility, security and pedagogical value:

- **Hardware:** Tablets, interactive whiteboards, Micro bit kits.
- **Software:** Scratch, paintz.app, ipad digital camera and photo app, imotion or stop motion studio, photo editing app, Educational platforms approved by the IT team
- **Online Platforms:** Showbie, Tinker Cad

All resources are reviewed annually by the Computing Lead and the IT/Digital Services Team to ensure compliance with accessibility standards and safeguarding requirements.

Integration of Online Safety

Digital citizenship and online safety are woven into every Computing lesson rather than taught as a stand-alone module.

Teachers embed discussions of:

- Recognising phishing, scams and extremist content.
- Respectful communication, cyberbullying prevention and reporting procedures.
- Data privacy, consent and the responsible sharing of personal information.
- The ethical use of AI and emerging technologies.

Inclusion, SEND and Equality

Reasonable Adjustments

Procedures for adapting Computing provision include:

- Using screen-reading software, captioned videos and high-contrast themes for pupils with visual or auditory needs.
- Offering differentiated tasks, scaffolded worksheets and extended challenge activities to meet a wide range of abilities.

Adjustments are recorded in the pupil's Individual Education Plan (IEP) and reviewed each term by the SEND Coordinator and Class teacher.

Safeguarding and Online Safety

Safe Use of Devices and Internet

The school's safeguarding framework for digital environments includes:

- **Content Filtering:** A multi-layered web-filter blocks inappropriate material, with real-time monitoring of traffic.
- **Device Management:** All school-issued devices are configured with restricted admin rights, automatic updates and remote wipe capability.
- **Acceptable Use Policy (AUP):** Clear expectations for pupils, staff and visitors regarding device handling, password security and appropriate online behaviour.
- **Monitoring Tools:** Software logs usage patterns and flags potential risky behaviour for review by the Safeguarding Lead.

Reporting and Response Procedures

When a safeguarding concern arises in a digital context, staff must: **record the incident** on CPOMs in line with school safeguarding procedures.

Staff Development and Professional Learning

Subject Knowledge Development

The school supports Computing staff through:

- **National Centre for Computing Education (NCCE) CPD:** Access to courses, webinars and teaching resources.

Curriculum Monitoring

The Computing Lead monitors teaching quality through:

- **Learning Walks:** focusing on pedagogical fidelity and online safety integration.
- **Student Voice:** Surveys on clarity of instruction, accessibility of resources and perceived safety online.
- **Progress Data Review:** Annual analysis of outcomes to identify trends and inform targeted support.

Policy Review: September 2029

Sarah Hall (Computing Lead)