

STANHOPE BARRINGTON CE PRIMARY SCHOOL

COMPUTING POLICY

Aims and objectives

Computing is an essential part of everyday life. At Stanhope Barrington, we aim to equip children with the knowledge, skills and understanding they need to thrive in a rapidly changing digital world. Through high-quality teaching, we ensure that children become confident, creative, safe and responsible users of technology.

The aims of Computing are to enable children to:

- Develop computational thinking skills, problem-solving strategies and digital literacy.
- Use technology purposefully to create, organise, store, analyse and present information.
- Communicate and collaborate effectively using appropriate digital tools.
- Understand and apply the principles of computer science, including programming and logical reasoning.
- Use technology to support learning across the wider curriculum.
- Learn how to use technology safely and responsibly, understanding issues of online safety, digital well-being, security, confidentiality and accuracy.

Teaching and learning style

We adopt a practical, hands-on approach to Computing. While direct instruction is sometimes needed to teach new concepts or skills, the emphasis is on children using technology to explore, create and apply their learning.

We use the Teach Computing Curriculum as the basis for planning, which ensures comprehensive coverage of the National Curriculum for Computing and a clear progression of knowledge and skills across all year groups.

We provide suitable learning opportunities for all children by:

- Setting open-ended tasks with a range of possible responses.
- Differentiating tasks according to ability and prior experience.

- Using a range of devices (laptops, iPads, interactive screens) and software (including Clicker to support SEND learners).
- Encouraging collaborative group work as well as independent exploration.
- Using teaching assistants and technology aids to support learners with additional needs.

Computing curriculum planning

Computing is planned and taught using the **Teach Computing Curriculum**. This provides long-term, medium-term and short-term planning which ensures coverage of the National Curriculum and progression across Key Stages 1 and 2.

- **Long-term planning** outlines units for each year group and ensures full coverage of Computing strands (computer science, information technology and digital literacy).
- **Medium-term planning** provides clear learning objectives, vocabulary and assessment opportunities for each unit.
- **Short-term planning** is completed by class teachers, adapting lessons from the Teach Computing Curriculum to suit the needs of their classes, including mixed-age groups.

Foundation Stage

In the EYFS, Computing is taught through play-based and cross-curricular experiences linked to the Early Learning Goals. Children are introduced to digital devices such as iPads and interactive screens. They explore technology to support communication, mark-making and creative expression, gradually developing confidence and independence in their use.

Cross-Curricular Links

Computing supports learning across the whole curriculum:

- **English:** developing writing, editing and communication through word processing, Clicker software, digital presentations and multimedia tools.
- **Mathematics:** using technology to collect, analyse and present data, and to support problem-solving through modelling and coding activities.
- **Science:** data logging, modelling and simulations to enhance enquiry-based learning.
- **PSHE & Citizenship:** fostering collaboration, critical thinking about online behaviour, and an understanding of digital citizenship and global connections.

SEND and Inclusion

We are committed to ensuring all children access Computing at a level appropriate to their needs. Technology is used to remove barriers to learning, for example through:

- **Clicker software** to support writing.

- **Voice-to-text** and dictation tools.
- iPads and laptops for alternative ways of recording and presenting learning.

Planning takes into account targets from children's School Support Plans, and technology is used to promote independence, motivation and success.

Assessment and recording

Assessment in Computing is ongoing and takes place within lessons through observation, questioning and reviewing outcomes. Teachers use the assessment materials within the Teach Computing Curriculum to make judgements against key learning objectives.

- Progress is tracked at the end of each unit.
- Evidence of learning is recorded digitally (e.g. stored work, photos, videos, screen captures).
- The Computing subject leader collects samples of work to demonstrate expected standards across year groups.

Resources

- A class set of laptops and a set of iPads for pupil use.
- Teacher laptops and iPads linked to interactive screens in each Learning Zone.
- A range of carefully selected apps and software, including Clicker.
- Access to the Teach Computing Curriculum resources and supporting platforms.
- Technical support and safeguarding systems provided by One IT, including robust filtering and monitoring systems to ensure pupils' online safety.

Online Safety

Online safety is an integral part of the Computing curriculum and is taught explicitly in every year group. Children learn how to:

- Stay safe online.
- Recognise and respond to online risks.
- Understand the impact of their digital footprint.
- Use digital tools respectfully and responsibly.

Online safety is further supported through assemblies, themed weeks (e.g. Safer Internet Day), and communication with parents.

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing Subject Lead. The Subject Lead is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject

and for providing a strategic lead and direction for the subject in the school. The Computing Lead gives the headteacher an annual verbal summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Subject Lead has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting Learning Zones to observe the teaching of Computing.

Online safety is monitored by the Senior Leadership Team.

Last Reviewed: September 2025

Next Review: September 2026