Curriculum
Computing Policy

Document Title	Computing Policy
Policy Status	
Date of Issue	February 2026
Date to be Revised	February 2027

Approved _____

Intent for Computing Curriculum

At Singlewell Primary School, we recognise that computing is an essential part of everyday life and a vital skill for the future. Our computing curriculum aims to develop **confident, capable and responsible digital learners**, supporting children to become *thinkers of the future* through a modern, **ambitious** and relevant computing education.

Our curriculum is designed to reflect our **CARES school values**, promoting **curiosity** and enjoyment when using computing systems, where problem solving is engaging and meaningful. Pupils are encouraged to explore new technologies, think creatively and develop **resilience** by learning from mistakes, persevering with challenges and adapting their thinking when things do not work first time.

Being safe online is a core priority. We aim to ensure that all pupils develop a strong understanding of how to stay **safe** online and behave with respect towards others when communicating digitally. Children are taught to recognise potential risks, protect personal information, and understand the importance of digital citizenship.

Using Purple Mash as a core platform, pupils develop essential skills in computer science, information technology and digital literacy. Learning is carefully sequenced to ensure clear progression, enabling pupils to apply their skills across the wider curriculum with increasing independence.

Our curriculum promotes an **equal** approach to learning, ensuring all pupils have opportunities to succeed, collaborate and express themselves through technology. By linking computing to real-life contexts and cross-curricular learning, we aim to equip pupils with the knowledge, skills and understanding they need to thrive in an increasingly digital society.

Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Singlewell School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

We aim to:

- Provide a relevant, challenging and enjoyable computing curriculum for all pupils.
- Meet the requirements of the national curriculum programmes of study for computing.
- Create a safe learning environment that inspires all members of the school community to experience a range of digital devices and engage with technology.
- Use computing and digital devices to enrich pupils' learning, enhance creativity, and support learning across the wider curriculum.
- Respond effectively to new developments in technology.

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- Equip pupils with the confidence and capability to use computing throughout their later life.
- Help all children to evaluate the benefits and risks of technology, understand its impact on society, and manage their use of it safely, responsibly and respectfully.

The national curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Rationale

The school believes that Computing:

- Provides pupils with immediate access to a rich and varied range of resources.
- Presents information in new and engaging ways, helping pupils to understand and use it effectively.
- Motivates and inspires pupils, fostering curiosity and a love of learning.
- Supports focus, concentration, and independent learning.
- Encourages collaboration and effective group work.
- Offers flexibility to meet the individual needs, interests, and abilities of all pupils.

Objectives

Early Years

In the Foundation Stage, the school aims to provide children with a broad, play-based experience of computing across a variety of contexts. Computing is not limited to using computers; children engage with technology in ways that reflect real-life experiences, such as role-play or interactive scenarios. Through activities like drawing on interactive whiteboards, programming simple toys, and using recording devices, children develop confidence, control, language, and communication skills. Children are encouraged to recognise that technology is used in many places, including homes and schools, and to select and use digital tools for specific purposes, laying the foundations for future learning in computing.

Key Stage 1

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- 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.

Key Stage 2

By the end of key stage 2 pupils should be taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Resources and Access

The school recognises the importance of maintaining, updating, and developing its computing resources to ensure effective delivery of the National Curriculum and support computing across the curriculum. The school is working towards, and maintaining, a consistent and compatible PC system and invests in resources to achieve this goal.

Teachers are required to report any faults to the Computing Lead as soon as they are noticed. Resources not located in classrooms are available in the Computing suite. A service level agreement with EIS supports the Computing Lead in managing both hardware and audio-visual equipment.

ICT and computing infrastructure and equipment:

- Every classroom from Reception to Year 6 has a laptop connected to the school network. Laptops may be taken home with prior permission to support planning, assessment, and professional development.
- All classrooms have Clevertouch interactive boards with internet access and educational apps. Clevertouch can be used alongside classroom laptops.

- Additional equipment includes Beebots, desktops, iPads, laptops, and voice recorders.

Access and use:

- Each class from Year 1 to Year 6 has a weekly allocated slot for computing lessons.
- Reception children have weekly access to computing devices within continuous provision.
- The Computing suite and iPads are available throughout the school day for computing lessons and cross-curricular activities.
- Pupils may use computing devices independently, in pairs, with a teaching assistant, or in groups with a teacher.
- Pupils have access to Purple Mash software, which supports the delivery of the computing curriculum and allows for creative, coding, and cross-curricular activities.
- A governor supports the Computing Lead in continually enhancing the curriculum.

Planning

The school provides a well-resourced and supported computing curriculum, with units planned in line with the national curriculum to ensure clear progression. Units are designed to enable pupils to achieve the stated objectives. Singlewell Primary currently uses Purple Mash as the primary platform for teaching and delivering the computing curriculum. Staff use Purple Mash units to guide the creation of medium-term plans, ensuring the objectives set out in the national curriculum are effectively delivered with consistency and continuity across year groups. Evidence of pupil's work and progress are recorded in class floor books, demonstrating coverage and learning outcomes across lessons.

Pupils with Special Educational Needs and Disabilibities

The school is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are supported to access and make progress in Computing. Teaching is adapted to meet individual needs, remove barriers to learning, and build on pupils' strengths. A range of inclusive strategies, resources, and technologies are used to support pupils with communication, physical, cognitive, social, or emotional needs. Computing may also be used across the wider curriculum to help support children to record, organise, present, and share their learning.

Equal opportunities

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others and the subject of Computing.

Health and Safety

The school is aware of the health and safety issues involved in children's use of Computing. All electrical appliances in school are tested accordingly. 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 the Computing Coordinator who will arrange for repair or disposal (if disposal the asset register will need to be updated).

E-Safety is also of significant importance (please see E-Safety Policy.)

Security

- The ICT Manager will be responsible for regularly updating anti-virus software.
- Use of Computing will be in line with the school's 'ICT and Internet Acceptable Use Policy'.
- Parents will be made aware of the 'ICT and Internet Acceptable Use Policy' via the school website.
- All pupils and parents will be aware of the school rules for responsible use of Computing and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of Computing and the internet will be displayed in all ICT and computing areas and the relevant policies are accessible on the school's website.

Assessment:

Assessment in Computing is ongoing and used to inform teaching and learning. Teachers will assess pupils' understanding and skills through:

- Observation of pupils during practical activities
- Discussion and questioning to check understanding and vocabulary
- Review of completed digital work and outcomes
- Objectives identified with the school's Computing progression map for their year group.

Assessment focuses on pupils' progress in the three strands of Computing:

- Computer Science
- Information Technology
- Digital Literacy

Judgements will be recorded in line with the whole-school assessment systems. Data will be used to track progress and attainment, and identify pupils who may need additional support or challenge.

Monitoring:

The monitoring of Computing teaching and learning will be the responsibility of the subject leader, in collaboration with senior leaders.

Monitoring activities may include:

- Reviewing planning to ensure coverage of the Computing curriculum and progression of skills
- Maintaining resources and advise staff on the use of digital tools, technologies and resources.
- Observing lessons and learning walks to evaluate teaching quality, pupil engagement, and use of technology
- Scrutinising pupils' work to assess progression and consistency across year groups
- Gathering pupil voice to understand attitudes towards Computing and confidence in using technology

- Supporting staff through feedback, coaching, and professional development where needed
- Keep up-to-date with technological developments and communicate information with colleagues.
- Monitoring the implementation and impact of computing related SIP actions.
- Providing updates and evidence of impact to the Senior Leadership Team and governors as part of the school's ongoing self-evaluation process