

# BLACK HORSE HILL INFANT SCHOOL



## COMPUTING POLICY

11<sup>th</sup> June 2025

Approved by Committee \_\_\_\_\_

25<sup>th</sup> June 2025

Approved by Full Governing Body \_\_\_\_\_

C Brierley

Signed \_\_\_\_\_ (Chair)

J Morris

Signed \_\_\_\_\_ (Headteacher)

## Contents:

1. Vision, Aims and Values
2. Legal Framework
3. Intent
4. Implementation
  - EYFS
  - KS1
  - Teaching and Learning
  - Planning
5. Impact
6. Equal opportunities/ Diversity
7. Roles and Responsibilities

## 1. Vision, Aims and Values

### *Learning for Life*



### *School Vision*

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### *School Aims*

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### *School Values*

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

## **2. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- ICT Curriculum Policy
- Maths Policy
- Homework Policy
- Social Media Policy
- Online Safety Policy
- Assessment Policy

## **3. Intent**

'Technology, like art, is a soaring exercise of the human imagination.'

Daniel Bell

With technology playing such a significant role in society today, we at Black Horse Hill Infant School believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Over their time at Black Horse Hill Infant School pupils are introduced to a wide range of technology, allowing them to continually practise and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology at a level suitable for the future workplace and as active participants in a digital world.

Black Horse Hill Infant School takes internet safety extremely seriously. We have an E-safety policy that provides guidance for teachers and children about how to use the internet safely. Every year group participates in lessons on e-safety and children understand how to stay safe and protect themselves when using technology.

Please find attached below the Computing Long Term Overview for Key Stage One.



Computing Final LTO  
progression map - dc

## **4. Implementation**

### **EYFS**

Although computing is not a statutory part of the EYFS, we will ensure that children in our EYFS receive a mix of direct teaching to prepare them for the skills necessary to engage

with KS1 Computing Curriculum and more broadly speaking, play-based experience of computing through the use of new technologies.

## **KS1**

At Key Stage One, children will engage with the three strands of Computing; Computer Science, Digital Literacy and Information Technology. They will learn some of the essential skills in Computer Science; logic, algorithms and data representation. Children will learn to evaluate and apply information technology analytically to solve problems.

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 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.

Wherever possible the Computing Curriculum will provide opportunities to establish links with other curriculum areas.

## **Teaching and Planning**

### **Curriculum delivery**

Teaching of Computing is delivered in discrete weekly sessions.

The core requirements of the KS1 computing programme of study, such as coding/programming, will be delivered through the Purple Mash scheme of work, during a dedicated weekly computer lesson in the children's classroom.

We primarily use iPads to deliver the Computing Curriculum as well as a number of 'unplugged' activities.

An audit of resources is taken on an annual basis to ensure that our computing provision remains appropriate to the latest requirements of the KS1 primary computing programme of study.

Web filters are kept up-to-date in order to ensure that pupils do not access inappropriate materials.

Obsolete or broken machines are sold, repaired or, where repair is not possible or cost-effective, scrapped in accordance with data protection requirements.

A service level agreement (SLA) with Hi-impact is in place to support the computing subject leader to fulfil this role.

An SLA with Hi-impact is in place, and all computing-related devices and related applications have access to the internet. This SLA will be reviewed on a 3 year cycle to ensure that the current package remains sufficient for purpose, and that it continues to represent the best value for money.

## **Planning**

All relevant staff members are briefed on the school's planning procedures as part of staff training.

Throughout Black Horse Hill, Computing is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the DfE's 'Computing programmes of study: key stages 1 and 2' and the national curriculum as a starting point for their planning.

Lesson plans will demonstrate the balance of visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

Medium-term plans will identify learning objectives, main learning activities and differentiation.

Medium-term plans will be shared with the subject leader to ensure there is progression between years.

Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.

Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught. .

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Please find below the long-term overview, the termly overview and the knowledge organisers via the school website.

## 5. Impact

### **Monitoring and evaluation**

We appreciate that computers and ICT are rapidly developing, with new uses and technology being created all the time.

We will review this policy on an annual basis in line with our policy review schedule.

We will review our web filters on an annual basis in order to ensure that pupils continue to be protected from inappropriate content online.

The next scheduled review date for this policy is May 2025.

### **Assessment**

Pupils' knowledge and understanding of the primary computing curriculum will be assessed according to the provisions outlined in our Assessment Policy.

Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which we will use to ensure that work matches the individual needs and abilities of pupils.

Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year via a number of means, including but not limited to:

- End of unit quizzes.
- Portfolios.

Samples of work will be kept for groups of children, stored on the Purple Mash online platform.

## 6. Equal opportunities/Diversity

- a. All pupils will have equal access to the computing curriculum.
- b. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing computing lessons.
- c. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- d. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

## **7. Roles and Responsibilities**

The head teacher will:

- Ensure that there is a Primary Computing Policy in place, and that it is regularly reviewed and updated to take into account new developments, both to the primary computing curriculum and to ICT.
- Ensure that the Primary Computing Policy, as written, is disseminated to the computing coordinator, teaching staff and parents, for implementation.
- Hold the computing coordinator to account for the effective implementation of the Primary Computing Policy, including budget expenditure.
- Intervene where it is apparent that the Primary Computing Policy is not being implemented according to its provisions.

The computing lead will:

- Manage the computing budget, and keep appropriate records of expenditure in order to review them and make suggestions for the future.
- Secure and maintain computing resources, and advise staff on the correct use of digital technologies.
- Offer help and support to all members of staff in their planning, teaching and assessment of computing.
- Keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.
- Keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.
- Attend appropriate in-service training.

Teachers will:

- Plan and deliver the requirements of the KS1 computing programmes of study to the best of their abilities.
- Set high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils.
- Encourage pupils to apply their knowledge, skills and understanding of computers and ICT across the curriculum.
- Maintain up-to-date records of both formative and summative assessment.
- Tailor lesson delivery according to pupils' respective abilities.



### **Staff training**

- The computing coordinator will be responsible for the identification and delivery of staff training requirements.
- Staff training requirements will be met by: Julie Morris and Christopher Young.
- Auditing staff skills and confidence in the use of computers and ICT on a termly basis.
- Arranging top-up training for individual staff members as required.
- The computing coordinator will remain up-to-date with the latest developments in computing through subscriptions to relevant journals, attendance at relevant courses, etc., and will pass on any newly acquired knowledge/skills to staff members, where appropriate.

Mr Chris Young  
Computing Subject Leader  
May 2025