Mobberley C of E Primary School

Computing Policy

"Open Hearts, Open Minds, Open Doors"

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." – **Matthew 7:7**

Mobberley C of E Primary School is a vibrant learning community which promotes excellence and enjoyment, enabling all to fulfil their potential and lead useful, productive and happy lives.

As a Church of England school we aim to provide a place where each child feels safe, respected and valued as an individual.

National Curriculum Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early Years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or program a toy. Recording devices can support children to develop their communication skills. This is particular useful with children who have English as an additional language.

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 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.

Key Stage 2

By the end of Key Stage 2, pupils should be taught to

- Design, write and debug 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
- Use logical reasoning to explain how some simple algorithms work 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.

Intent

Computing skills are a major factor in enabling children to be confident, creative and independent learners.

Our Aims Are:

- To provide all pupils and staff with opportunities to develop their computing capabilities.
- To allow pupils and staff to gain confidence and enjoyment from their computing activities and to develop skills which extend and enhance their learning throughout the curriculum.
- To develop pupils' awareness of the use of computers not only in the classroom but in everyday life.
- To allow pupils to evaluate the potential of computers and also their limitations e.g. to learn about issues of security, confidentiality and accuracy.
- To develop logical thinking and problem solving.
- To provide opportunities for pupils to gain knowledge of a variety of computing tools and equipment.
- To encourage pupils to become autonomous, independent, users of computing both as a learning resource and as a discipline in its own right.
- To develop a whole school approach to computing ensuring continuity and progression.

This policy should be read alongside our E-safety Policy and Acceptable Usage Policy.

Implementation

At Mobberley Primary School we use Kapow for our Computing curriculum.

Kapow Primary's Computing scheme aims to promote enjoyment in using technology while developing pupils' appreciation of its capabilities and the opportunities it provides for creating, managing, organising, and collaborating.

Tinkering with software and programs is embedded within the scheme's ethos, supporting the development of pupils' confidence when encountering new technologies — a vital skill in today's ever-evolving digital landscape.

The curriculum is designed to ensure that pupils become digitally competent, equipped with transferable skills relevant to the future workplace and responsible citizens in the online world.

The scheme of work enables pupils to achieve the end-of-key-stage attainment targets set out in the National curriculum, with aims that are fully aligned to those expectations.

Cross Curricular Links

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in maths, while the Internet proves very useful for research in humanities subjects. Computing also enables pupils to communicate

their ideas, present their learning and share their conclusions in creative and appropriate ways. Through these cross-curricular links, pupils develop confidence in using technology to support and enhance their learning across all subject areas.

Inclusion

All pupils are entitled to access a broad and balanced Computing curriculum. We are committed to ensuring that all pupils have equal opportunities to access, participate in and succeed in computing, regardless of their ability, background or individual needs. Teaching is adapted to meet the diverse needs of pupils, including those with special educational needs and disabilities (SEND), through appropriate scaffolding, differentiated activities and the use of assistive technology where necessary. Lessons are planned to provide appropriate levels of challenge and support, enabling all pupils to develop their computing skills, knowledge and confidence.

Teaching Computing to Children with Special Educational Needs

At our school we teach computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. Through our computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting learning challenges and responding to each child's different needs. Specialised access software and hardware will be available for pupils with special educational needs and consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

Differentiation

Differentiation is achieved through differentiated activities and differentiated learning outcomes.

Equal Opportunities

All pupils have the opportunity to develop their computing capability.
We ensure that all our pupils:

- Have equal access to computing resources; we provide times in the week when pupils who do not have access to the internet or a computer can access these to complete homework or visit educational websites.
- Have equal opportunities to develop computing capability.
- Use software that is appropriate to their ability.

E-Safety

At the start of each school year teacher's plan e-safety sessions using age appropriate resources from NSPCC, NOS, Kapow, CEOP and Twinkl. Children take part in discussions about how to stay safe online and how to be a responsible user of technology. These e-safety sessions are followed up throughout the year and each time children use new technology in the classroom.
As a school we take part in Safer Internet Day each year, activities are planned by class teachers or outside providers, such as Altru Theatre, are bought in to run workshops for the children.

Extra-Curricular

Alongside our computing curriculum, the school also provides extra-curricular opportunities to enrich pupils' computing experiences and promote their engagement with technology. Clubs such as Digital

Wizards (external provider) and LEGO We Do provide pupils with opportunities to develop their computational thinking, creativity and problem-solving skills. Through collaborative activities, pupils can share ideas, learn from one another and develop confidence in their own abilities. These opportunities aim to inspire pupils, celebrate individual strengths and foster a lifelong interest in computing.

Impact

Through teaching Computing, we equip children with the skills to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse and exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a critical and effective way.

Monitoring and Reviewing

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the class teacher and subject leader. The subject leader 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 subject leader gives the head teacher an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially- allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching.

Assessment and Recording

Teachers assess children's work in computing by making informal judgements as they observe them during lessons. On completion of a piece of work the teacher marks it and comments as necessary. Children are also encouraged to evaluate their own work. Assessment in computing allows us to consider each child's attainment and progress against expected levels.

Security

The ICT and Computing technician will be responsible for regularly updating anti-virus software. The technician ensures safe search is applied so that children are unable to access inappropriate materials on school grounds. Use of computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP. Parents will be made aware of the 'acceptable use policy'. 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.

Date: September 2026
To be Reviewed: September 2027