



Computing Policy

Date Written / Reviewed	April 2026
Date of Next Review	April 2029
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Intent

At Delph Primary School, our ambition is for our children to be competent and confident in their use of technology in an increasingly digital world. We want our children to make responsible, safe, and creative choices.

Our aim is for our children to become digitally literate and be able to participate fully in the digital world irrespective of ability, background, ethnic origin, or gender. Delph Primary School's Computing Curriculum is structured around the key areas outlined in the 2014 National Curriculum and the NCCE Teach Computing Curriculum which we follow.

Aims

The Teach Computing curriculum at Delph Primary School, is planned carefully to provide continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to develop pupils' ability in the following three strands of Computing:

Computer Science

- To develop an understanding of algorithms, programming, and computational thinking.
- To explore hardware and software, understanding their roles in technology.

Information Technology

- To teach children how to use various software applications to create, manage, edit, and share digital content.
- To develop and encourage skills in data handling and presentation.

Digital Literacy

- Promote responsible use of technology, focusing on online safety, digital citizenship, and ethics.
- To ensure that pupils can effectively evaluate online information and communication.

Implementation- Teaching & learning

Computing at Delph Primary School provides challenging and enjoyable learning through a range of activities and learning opportunities. Our Computing curriculum is ambitious and inclusive and ensures all children, regardless of ability, can access the wide range of activities on offer.

The whole school Computing long-term plan outlines the objectives to be taught throughout the academic year and ensures that the requirements of the National Curriculum are fully met.

Computing is primarily taught as a stand-alone subject, although cross-curricular links are made where appropriate with other subjects. There are many overlaps of Computing skills with writing. Our pupils may use their digital literacy skills to write for a given purpose or create a website on an aspect of their current topic.

The Word Aware Approach is used to pre-teach all topic vocabulary, including computational terms.

Children are given ample opportunity to learn Computing actively. The foundational skills of computational thinking are developed in the Early Years. Children in our Pre-School and Reception begin to understand sequencing by following simple routines, re-telling a story in the correct order, and sing

songs with repeated sequences. Our pre-school children begin to understand cause and effect through play-based approaches which then forms the basis of logical reasoning and cause and effect relationships. In Reception, children further enhance their Computing knowledge through sequencing and pattern recognition. Children in Reception are exposed to prepositional language.

By the time children reach Year 1 and begin formal Computing lessons, our children have the necessary skills to begin to understand simple algorithms, predict outcomes and explain their thinking.

Children learn coding skills, programming algorithms from Year 1 up to Year 6 using the Scratch Software.

Children have access to a wide range of technologies including iPads, Chromebooks, VR headsets, and a greenscreen. Children are also given opportunities to develop real-life computing skills using the Chromebooks and iPads for word processing, data analysis, and internet research.

The importance of **online safety** is introduced early in each child's school life and is reinforced regularly each year, building on pupil knowledge and understanding. Children are exposed to important online safety messages and scenarios as part of their learning so that these holds meaning and relevance to the children. As children gain a greater understanding of online safety, more emphasis is placed on making responsible choices online, as well as evaluating information and keeping safe.

Impact

Our Computing curriculum offers high quality and well-planned lessons which encourage progression. Outcomes in Computing books/folders, Google Classroom, and the children's personal Google Drive accounts evidence a broad and balanced Computing curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; digital literacy, computer science, and information technology. In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes.
- Children knowing more and remembering more about Computing.
- Children's enjoyment of Computing lessons and keenness to demonstrate their skills and knowledge.
- Evidence of work showing a range of topics covered, cross curricular links and adapted work.
- High standards in Computing that match standards in other subjects such as English and Maths.
- SLT are kept informed through feedback from annual subject monitoring, which includes lesson observations, book looks, planning scrutiny and pupil voice and then helps the subject leader to identify future priorities for Computing.

Roles & responsibilities

Headteacher & Governing Board

The Headteacher and Governing Board are responsible for:

- Involvement in focus groups to develop policy and practice.
- Overseeing the standards of Computing.
- Approving the acquisition of new resources.

Subject Leader(s)

The subject leader is responsible for:

- The audit and identifying of resources for purchase.
- Liaising with SLT to ensure effective maintenance and ease of access to resources.
- Monitoring and evaluating the implementation of the scheme of work.
- Delivering relevant inset training to other members of staff.
- Reviewing long, medium, and short-term planning.
- Reporting to governors on standards.
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for Computing.

Class Teacher

The Class Teacher is responsible for:

- Planning and delivering the Computing curriculum.
- Assessing children's work both formatively and summatively.
- Reporting to parents/carers and the subject leader(s).

Inclusion

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally, regardless of their starting points. Delph's 'SEND Information Report' provides further information on our school offer and can be viewed on our school website.

Computing is a foundation subject and as such forms part of the school curriculum 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 suitable learning challenges and responding to each child's individual needs. Assessment against the National Curriculum and the learning objectives outlined within the units allow us to consider each child's attainment and progress.

Assessment for Learning

The class teacher will assess children's work in Computing by making informal judgements during lessons by questioning, observing and eliciting children's ideas.

EYFS

Our approach to assessing pupils in the EYFS is through observations, careful questions, listening in, set tasks and discussion. Play-based learning and adult-led activities are key to development in the EYFS and ample opportunities to form the foundations of computational thinking.

KS1 & KS2

Our approach to assessing pupils' progress in Computing is through continuous dialogue and 'listening in' to pupils' computing conversations as they talk while enjoying practical activities on their computing journey. For this to be useful, teachers need to know where the journey is going, in skills as well as content. We use the Computing Long Term Plan to do this but also enable opportunities for:

- **Active Computing:** Pupils should DO computing, rather than just listen to it, by being engaged in practical activities in and beyond the classroom.

- **Computing voice:** The pupils should have ample opportunity to engage in discussion, debate and oral presentation, rather than just writing about the computing they are doing (so that it is computing knowledge and understanding, not literacy, that is being assessed).

Teachers use this assessment alongside other evidence, to plan future lessons, including any common misconceptions or knowledge that has not 'stuck'.

Reporting to Parents/Carers

Parents/carers receive teacher comments and an effort grade regarding their child's participation in computing lessons, at the end of each academic year in an end of year report and, have the opportunity to discuss their child's progress at Parent-Teacher Meetings (autumn and spring term).

Monitoring & Evaluation

Policy and practice in Computing is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of Computing will be monitored by the subject leader(s) in conjunction with the SLT.

Monitoring takes the form of lesson observation, planning, book scrutinies and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the subject lead(s) will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the Computing policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Computing Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored securely in Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

KS1 Delph Digital Expectations Pass



I will look after the iPads, Chromebooks, and any other equipment and handle them with care.



I will only use the devices, websites, or apps that an adult has told me to use.



I will keep my passwords private.

I will only download files or images with an adult's permission.



I will only take photographs or videos with an adult's permission.



I will tell an adult if I see something online that has upset or worried me.



I understand that by signing this I agree to these expectations and I know that these expectations are in place so I can enjoy technology safely.

Pupil Name:	Year Group:
Pupil signature:	Date:

PASSED

KS2 Delph Digital Expectations Pass



I will look after the iPads, Chromebooks, and any other equipment and handle the devices with care.

I will only use the devices, websites, or apps that an adult has told me to use.

I will keep any searches relevant to my learning.

I will keep my passwords private.

I will only download files or images with an adult's permission.

I will only take photographs or videos with an adult's permission.

I will tell an adult if I see something online that has upset or worried me.

I will be responsible when using devices at home and school and will be kind and keep my personal information private.

I will keep the device settings as they are, such as the background or home-screen image. If I accidentally change the settings I will tell an adult.

I understand that by signing this I agree to these expectations. I agree that these expectations are in place so I can enjoy technology safely.

Pupil Name:	Year Group:
Pupil signature:	Date:

