



Foxbridge Primary School

Computing Policy

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Signed: (Chair of Governors)

Date:

1. Introduction

- The 2014 national curriculum introduced a new subject, **computing**, which replaced ICT. This represented continuity and change, challenge and opportunity. It gave schools the chance to review and enhance current approaches in order to provide an even more exciting and rigorous curriculum that addresses the challenges and opportunities offered by the technologically rich world in which we live.
- Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.
- The Acceptable Use of ICT Policy and the E-Safety Policies should also be read in conjunction with this policy.
- Contained in this document is our policy regarding the delivery of computing skills and the subsequent implementation of a computing entitlement to every pupil. This entitlement has been shaped by the Foundation Phase and national curriculum programmes of study for Computing and by every other national curriculum subject.
- More explicitly, the Computing curriculum requires that:

“In Foundation Phase, pupils should be taught to become familiar with Information and Communication Technology (ICT) hardware and software. They learn to use ICT confidently and purposefully to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work”.

“At Key Stage 1 and 2, pupils should be given opportunities to build on the knowledge, understanding and skills acquired in Foundation Phase. They should be taught to use a greater range of Information and Communication Technology (ICT) tools and information, sources and media appropriate to their work. They amend their work and present it with some thought to its audience. They assess the value of computing in their working practices”.
- At Foxbridge Primary School, we follow the Kapow computing curriculum and teach this alongside our PSHE, assembly time and other important annual events to support and develop our children’s understanding of computing and e-safety.

2. The Nature of Computing

- The National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the three aspects of the computing curriculum: computer science (CS), information technology (IT) and digital literacy (DL).
- The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put

this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate— able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

3. The Aims

Using the Kapow curriculum to support our teaching, we aim:

- To develop pupil’s computing skills, knowledge, understanding and capability through focused skills-based lessons whilst providing opportunities for pupils to apply and consolidate their computing capability across all curriculum areas.
- To keep pace with educational developments in computing and have a commitment to teachers having the necessary tools and training to do their jobs effectively.
- To use ICT to allow innovative and creative opportunities across the age range that motivates and energise curriculum projects.
- To maintain efficient performance of computing equipment through robust and clear technical support that will ensure minimal disruption to teaching.
- To allow children to appreciate the relevance of computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.
- To use computing to improve quality of work, raise self-esteem, confidence and motivation for learning. The improvement of the physical environment, resources and teaching and learning will be matched by the raised attainment of the children.

4. Wider school aims/ethos

At Foxbridge Primary School, we believe that ICT is changing the lives of everyone. Our vision aims to equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners. We actively promote and utilise safe computing opportunities that challenge and extend all educational needs across the primary age range. Computing opportunities are offered equally and are fully inclusive to all children.

5. Entitlement

- The National Curriculum states that pupils should be taught to:

Year	Computer science	Information Technology	Digital Literacy
F	Recognise that their actions have an effect.	Recognise purposes for using technology in school and at home. Recognise that they can use the Internet to play and learn. Understand that things they create belong to them and	Know that ICT and online tools can help them to do things. Recognise different kinds of information (photo, chart, etc)

		can be shared with others using technology.	
1	Understand what algorithms are Create simple programs	Use technology purposefully to create digital content Use technology purposefully to store digital content Use technology purposefully to retrieve digital content	Use technology safely Keeping personal information private Recognise common uses of information technology beyond school
2	Understand that algorithms are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content	Use technology respectfully Understand where to go for help and support when they have concerns about content or contacts on the internet or other online technologies.
3	Write programs that accomplish specific goals Use sequence in programs	Use search technologies effectively Use a variety of software to accomplish given goals Collect information Present information	Use technology safely and responsibly Identify a range of ways to report concerns about contact
4	Work with various forms of input Work with various forms of output Design programs that accomplish specific goals Debug programs that accomplish specific goals Use repetition in programs	Use search technologies effectively Use a variety of software to accomplish given goals Design and create content Select and use internet services	Understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content and contact Use technology respectfully Recognise acceptable/unacceptable behaviour
5	Design and create programs Control or simulate physical systems Use logical reasoning to detect and correct errors in algorithms and programs Understand how computer networks can provide multiple services,	Select a variety of software to accomplish given goals Select, use and combine internet services Analyse information Evaluate information Collect data Present data	Understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content and contact Recognise acceptable/unacceptable behaviour

	such as the world wide web Appreciate how results are selected and ranked		
6	Solve problems by decomposing them into smaller parts Use selection in programs Work with variables Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms Understand computer networks including the internet Appreciate how results are ranked	Combine a variety of software to accomplish given goals Select, use and combine software on a range of digital devices Analyse data Evaluate data Design and create systems	Understand the opportunities computer networks offer for collaboration Be discerning in evaluating digital content

In the Foundation Stage, the Computing requirements stated in the Knowledge and Understanding of the World element of the Early Learning Goals Foundation Curriculum, are covered in continuous and blocked units. Children will have computing experiences indoors, outdoors and through role play in both child initiated and teacher directed time.

6. Implementation

- At Foxbridge Primary School, computing will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself.
- The computing curriculum itself is taken from Kapow and delivered in an appropriate sequence of learning for our children so that knowledge and skills develop throughout their time at Foxbridge.
- Tablets and laptops will be used to help pupils access the Computing curriculum, along with a range of other resources such as programmable toys.
- The Head teacher and computing lead will continually monitor the resources required to deliver the Computing element of the National Curriculum.

7. Equal Opportunities

At Foxbridge Primary School, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. When planning work in computing, we take into account the targets in the children's Individual Education Plans (IEPs). Gifted and Talented children are taken into account the class teacher undertakes computing planning.

8. Health and Safety

- The school follows the advice and guidelines set out by the Health and Safety Executive, relating to the safe use of the internet, computers, projectors and interactive whiteboards.
- The school has a policy on E-Safety contained within this computing policy. Rules of use are on display anywhere from where children can access the internet. The children understand these rules and they know that they are expected to follow them. Should a child break these rules they will be denied internet access for a period of time after which the situation will be reviewed.
- It is the responsibility of individual teachers to look after all equipment in their classroom. Pupils should be shown how to operate them appropriately. All computers should be safely stored, cared for and correctly switched off at the end of each day.
- It is important that any problem be reported immediately to the subject leader. If there is any fear of an electrical fault, the equipment must be switched off immediately and all plugs removed safely from the class by an adult.
- Sockets and plugs must be checked during the annual LEA Inspection. All equipment must be available for this and display the appropriate sticker.
- Computers must be kept away from sources of water; such as water trays, wet play areas or sinks.

9. Roles and responsibilities

Governors:

All governors are interested in the development of computing to promote high quality teaching and learning in the school. Governors are responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

Head teacher:

The role of the Head teacher is to support the overall aims and visions of the ICT provision within the school. This is achieved through identified training, support and financing. They encourage initiative and embrace the potential that computing has to provide an exciting and fulfilling environment for all learners.

Curriculum Manager

The subject leader is responsible for providing professional leadership and management of computing within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This may include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Teachers:

It is the responsibility of each class teacher to ensure that their class are taught all elements of the computing curriculum as set out in the Scheme of Work for Computing for their year group.

Pupils:

It is the responsibility of each pupil to ensure that they follow the acceptable use policy and treat all ICT equipment appropriately.

10. Assessment

Assessment of children's work in computing is ongoing and achievement is reported to parents at the end of each academic year. Assessment and monitoring is undertaken through -

- Practitioner observations, summative and formative assessment fully informs future planning.
- Progress is assessed using the key objectives for computing.
- Practitioner judgements are supported through a portfolio of evidence saved to the shared drive and through book monitoring.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment.
- Information is shared through display, celebration events, newsletters, reports, and relevant websites.
- Regular monitoring of all aspects of computing informs the subject manager and school development plan/school evaluation form.

11. Monitoring and evaluation

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 leader. The computing 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 computing subject leader will give the head teacher an annual evaluation report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The computing 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 of computing.

12. Acceptable use of ICT

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly web-based resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these Internet technologies.

At Foxbridge Primary School, we understand the responsibility to educate our pupils on E-Safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them. Both this policy and the Acceptable Use Agreement (for all staff, governors, visitors and pupils) are inclusive of both fixed and mobile internet; technologies provided by the school (such as PCs, laptops, personal digital assistants (PDAs), tablets, webcams, whiteboards, voting systems, digital video equipment, etc); and technologies owned by pupils and staff, but brought onto school premises (such as laptops, mobile phones, camera phones, PDAs and portable media players

This policy should be read alongside our online safety policy.

Acceptable Use Policy for Primary Pupils



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

To keep me safe whenever I use the internet or email, I promise...



- to keep my password private and not to use anyone else's login
- to keep my name, age, address and other personal information private
- not to click on any links or files that I do not understand or trust
- to tell an adult about any strange messages or upsetting internet pages
- to tell someone I trust if someone asks to meet me offline

When using computer equipment in school...

- I will always use what I have learned about e-safety to keep myself safe and will tell a teacher if something makes me worried or unhappy
- I will use school computers for school work and not to upset or be rude to other people
- I will tell a teacher straight away if I see a website that is not my work or receive emails from people I don't know.
- I will look after school ICT equipment and tell a teacher straight away if something is broken or not working properly
- I will not try to download or install any software on school computers
- I will only use the username and password I have been given and I will keep them secret
- I will save only school work on the school network and will check with my teacher before printing
- I will log off or shut down a computer when I have finished using it
- I understand that my behaviour will be checked
- I will not play games unless I have permission
- I will not open, copy, delete or change anyone else's files, without their permission
- I will be polite and think carefully about how I talk to others online and what I say about them

- I will not take, copy or send pictures of anyone without their permission
- I will not try to upload, download or open any files, programmes or websites which are unsuitable or illegal
- I will not try to get around the filtering or security systems
- I will not install any programmes nor change the settings
- I will not use chat and social networking sites unless I have permission from an adult
- I will not copy other people's work and pretend it is my own
- I will not try to download pirate copies of music, videos, games or other software
- I will check that information I use from the internet is from a trusted website

If I break these rules...

- I understand that the school's behaviour guidelines will be followed