Crawshawbooth Primary School

Computing Policy

September 2026

Miss Crossley

Mission Statement

Crawshawbooth seeks to provide a happy, positive and child centred learning environment. We will promote and encourage curiosity throughout our curriculum, encouraging challenge, memorable opportunities and experiences that will support dreams and aspirations to grow as confident, respectful and resilient individuals.

Inclusion

In Crawshawbooth, Computing is taught inclusively to all children regardless of their special needs, race, religion, culture, gender and sexual orientation, whilst addressing the need for equality.

Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Computing and using IT equipment across the curriculum. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.
The policy should be read in conjunction with the scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how all IT equipment can facilitate or enhance work in other curriculum areas.

This document is intended for

- All teaching staff
- All staff with classroom responsibilities
- School governors
- Parents
- Inspection teams

Copies are of this policy are kept centrally and are available from the Headteacher, subject coordinator and can be found under the policies area of the school web site. http://www.crawshawboothprimary.co.uk/

Introduction

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. The emphasis is placed upon learning how computer systems work, and how they are designed and programmed. It also equips children with 'computational thinking' skills in order to prepare them for the workplace and to become effective participants of the digital world.

We recognise that Computer Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use these computing tools to find, explore, analyse, exchange and present information responsibly and creatively.

They learn how computers and computer systems work. They will design and build programmes, develop their ideas using technology and create a range of content. Our vision is for all teachers and learners in our school to become confident users of the changing technologies so that they can develop the skills, knowledge and understanding which enable them to use appropriate Computer Technology effectively as powerful tools for teaching & learning.

Aims

- To enable children to become autonomous, independent users of Computer technology, gaining confidence and enjoyment from their computing activities
- To equip children with skills for the future workplace that will require computer system and programming knowledge.
- To develop a whole school approach to Computing ensuring continuity and progression in all strands of the Computing National Curriculum
- To use Computers as a tool to support teaching, learning and management across the curriculum
- To provide children with opportunities to develop their Computing capabilities in all areas specified by the National Curriculum
- To ensure Computers are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities
- To maximise the use of Computers in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through Key Stages 1 & 2
- that Foundation Stage experience a range of programmable toys to support their learning and use the online learning platform to support learning across the curriculum.
- That Foundation Stage children have experience on both laptops and ipads to prepare them for the curriculum in year 1.
- That Foundation Stage children have a good knowledge and understanding of how to keep themselves safe online.
- that the National Curriculum programmes of study and their associated strands and attainment target are given appropriate coverage
- that all children have access to a range of Computer resources
- that Computer experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible

- that staff skills and knowledge are kept up to date as much as it is possible

Curriculum Development & Organisation

Classes take guidance from the Statutory Computing programmes of study and our 'Crawshawbooth Computing Curriculum' to develop children's capability across a range of cross curricular contexts. The curriculum is used to support teaching and progression from the Foundation Stage to Year 6. It covers all aspects of the Computing curriculum. Furthermore, it embeds thorough online safety teaching.

Our Crawshawbooth Computing Curriculum uses a mixture of different learning platforms and schemes. Computing is split into three key areas: Computer Science, Digital Literacy and Information Technology. We use the 'National Online Safety' programme to teach the 'Digital Literacy' aspects of Computing. This is embedded into each term and if possible links to the other units covered within the term. Key knowledge about online safety is also embedded and reinforced into the other two areas of Computing. We also use a mixture of 'Mr P's DARES' and 'Purple Mash' units to teach Computer Science and Information Technology. This is so the children get a range of experiences using different technologies and have a better opportunity to embed their IT skills within other areas of the curriculum.

Computing resources are deployed throughout the school to maximise access to enhance teaching and learning, and to raise attainment.

There is a bank of 15 laptops for shared use between the whole school. A Computing timetable has been distributed so that every class has the computers for an hour in an afternoon every week. In addition, the EYFS have access to a bank of 6 laptops for small group work. Each class is also equipped with 10 Apple ipads (12 shared between Foundation Stage) and all teachers and TAs have their own ipad. This allows a thematic approach to the delivery of the skills-based scheme of work and enhanced capabilities for the Computer Science of the National Curriculum. Each classroom is also equipped with an Apple TV, this is to take full advantage of the ipads to display work and demonstrate using the ipads. We also have a small bank of additional ipads to support children who have special educational needs. Upper Junior children (year 5 and 6) have 1:1 iPads to support and enhance their learning.

Individual machines in classrooms support the development of Computing capability by enabling modelling on our interactive boards, encourage research and allow for the creative use of computers in subjects.

Interactive touch Screens or TV screens (Classes 3, 6, 7 and 8) are located in all of the classrooms as well as the Donaldson Room, Wilson Room and central hall. The staff room also has a 44" television screen with a HDMI cable to connect laptops. These are used as a teaching resource across the curriculum.

Teachers are provided with laptops for use at home and within school. These are recalled on an annual basis for upgrades and security checks. Teachers are now using Onedrive and Sharepoint to save their work on both their laptops and desktop computers. This replaces the use of personal pendrives. This has been done to be in compliance with the new GDPR as Onedrive has end to end encryption and is much more secure (see the Acceptable Use Policy for Teachers and Governors). Teachers and TAs also have access to a staff ipad each to plan, assess and use at home or in school. They will also be used in the outdoor area.

An interface is provided on all machines to enable familiarity and continuity with generic toolkit software licensed and available on all curriculum computers in school. Specific subject titles and any specialist equipment are kept in the ICT stock cupboard and can be borrowed when needed.

An appropriate replacement strategy for Computer equipment has been formulated.

Teaching & Learning

Teacher's planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected
- If necessary, additional equipment will be provided to support learning, such as mini mice, Lower case keyboards, laptops.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability."
It is our policy to ensure this by:

- ensuring all children follow the scheme of work for computing.
- keeping a record of children's Computing use to ensure equal access and fairness of distribution of Computer resources
- providing curriculum materials and software which are in no way class, gender or racially prejudice or biased
- monitoring the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged

We aim to include some homework that encourages the use of Computing at home. This is usually non-compulsory homework so as not to disadvantage children who do not have access to ICT at home.

Online Safety

Internet access is planned to enrich and extend learning activities. Online Safety is given precedence within the Computing Curriculum and pupils will be taught how to use technology safely and respectfully, and where to go for help and support if they have concerns about any internet material.

The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An internet access policy has thus been drawn up to protect all parties and SMART rules for responsible internet use will be displayed near all computers with Internet access.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

All pupils and parents attending the school will be supplied with a copy of the schools Acceptable Use Policy and will be required to sign an internet use permission form. This will also be included in the school prospectus and admissions booklet. All pupils are issued with individual secure accounts.

All staff working with the pupils will also be required to read and sign a school Acceptable Use Policy. This is kept in the Headteacher's office. Furthermore, all volunteers and supply teachers in school who may have access to Computers also have to sign in using their own login credentials to support monitoring.

Management Information Systems (MIS)

Computers enable efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with LEA requirements for the management of information in schools. We currently use SIMs which operates on the school's administrative network and is supported by the BT Lancashire Services Ltd. All the software we use complies with GDPR.

The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment

We believe it is of importance to track children's progression of skills. Children a given a judgement of Expected, Above or Below for their age for attainment in Computing. It is now split into the three Computing areas: Computer Science, Digital Literacy and Information technology so we can track progression across these three different areas.

Evidence of achievement should be gathered across a broad range of experiences and, assessment guidance within the scheme should be used to support this.

Children should complete open ended tasks to demonstrate their capability and independence across a range of contexts, rather than based on just one sample of work. Additional evidence may be obtained through examining work in progress, observation, discussion and from peer and self evaluation. Teachers are asked to evidence their class' work by asking the children to save some of their work from the unit. This is to be completed at in most units where appropriate. These will be saved on either Purple Mash or on Seesaw.

School liaison, transfer and transit

The school is connected to the Exa network. This also provides us with our filter which is called Surf Protect. This filter is extremely effective and we can also monitor sites accessed and any searches done by user name. As the Computing coordinator, I receive email alerts if any blocked search terms have been searched. It will notify me of the time and date it was searched and also of the user who searched the term.

We use Office 365 from Lancashire for email. Email is now used frequently to liaise with the LEA, governing body, other schools and, where possible, parents.

Future developments regarding our school management information system will enable the transfer electronically of data to aid transfer and transition to or between or within schools.

Roles & responsibilities
Senior Leadership

The overall responsibility for the use of Computing rests with the senior leadership of a school. The Head, in consultation with staff:

- determines the ways Computers should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed, and records maintained
- ensures that Computers are used in a way to achieve the aims and objectives of the school;

- ensures that there is an Computing policy, and identifies an Computing subject leader.
- provision should be made for technical support as and when required.

Computing Subject Leader

There is a designated Computing Subject Leader to oversee the planning and delivery of Computing within the school.
The Computing Subject Leader will be responsible for

- raising standards in Computing as a national curriculum subject
- facilitating the use of Computers across the curriculum in collaboration with all subject leaders
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery, progress and standards of the Computing curriculum and reporting to the Headteacher on the current status of the subject through termly review meetings and an annual report.

The Subject Coordinator

There is a clear distinction between teaching and learning with Computing and teaching and learning about Computing. Subject leaders should identify where Computers should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computer study and are applying those skills within the context of another curriculum subject.
Subject leaders work in partnership with the Computing subject leader to ensure all National Curriculum statutory requirements are being met with regard to the use of Computers within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of Computer capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the subject leader in the monitoring and recording of pupil progress in Computing.

Monitoring

Monitoring Computing will enable the computing Subject Leader to gain an overview of Computing teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development

In monitoring of the quality of Computing teaching and learning the Computing Subject leader will:

- Analyse children's work
- Hold discussions with teachers and pupil interviews
- Hold informal lesson observations
- Analyse assessment data

There is a yearly review of this policy by the Computing Subject Leader.

Health & Safety

We will operate all Computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. The school also has a 'Responsible Use of The Internet Policy'
The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.
The files and network system are backed up continuously as changes are made within an offsite backup cloud (Blue Orange Back Up Ultimate) and an onsite backup (Veeam) . SIMS is backed up by School's ICT Azure. This is done every night at 8pm.
The antivirus (Sophos, provided by Blue Orange) is updated regularly.

Home school links

Children are given the option to complete some homework tasks, when appropriate, using Computers out of school. Teachers are sensitive to the fact that children may not have access to Computers or may not wish to use it to complete tasks out of school. The local library does however have computer access along with free internet provision. Children can upload any work onto their profile on Class Dojo for their teacher to see.
Parents can use Class Dojo to contact teachers or they can use the head@ email to contact the office. The school website promotes the school's achievements as well as providing information and communication between the school, parents and the local community.

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school.
All our software is used in strict accordance with the licence agreement.
No personal software is to be loaded onto school computers.
Please refer to the school's Data protection policy.

The Policy was approved in May 2010. The policy was reviewed and approved in May 2012, May 2013, May 2014, February 2015, May 2016, May 2017, May 2018, May 2019, May 2020, May 2021, May 2022, May 2023, May 2024, September 2025 and September 2026.

The Policy will be reviewed annually or earlier if necessary.