



Rawmarsh Ryecroft Infant School

Computing Policy

Reviewed - October 2025

Due for Review - October 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Computing. It sets out the 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 National Curriculum and school planning documents which set out in detail what pupils in different year groups will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others. Copies are provided to school staff.

Intent

Curriculum Definition

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. 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.

Information and Communications Technology (ICT) is concerned with the storage, processing, presentation and communication of information by electronic means. This includes the measurement, modelling and control of external events. ICT continues to evolve very quickly and has now become firmly entrenched in many aspects of everyday life, both at home and in the workplace.

As ICT underpins today's modern lifestyle it is essential that all pupils gain the confidence and ability, that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Aims for the Teaching of ICT/Computing

At Rawmarsh Ryecroft Infant School we aim:-

- To raise standards in ICT/Computing by using the National Curriculum and attainment targets to support teaching and learning;
- To provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils. Learning is carefully scaffolded in each area of the ICT curriculum so that children achieve the best of their ability;
- To use ICT and computing as a tool to enhance learning throughout the curriculum.
- To equip children with the confidence and capability to use ICT and computing throughout their later life.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The National Curriculum for computing aims to ensure that all pupils:-

- Can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Implementation

Teaching and Learning

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in whatever they are trying to study.

The curriculum for Computing is as set out in the National Curriculum and EYFS Documentation with the focus at teaching in KS1 being 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

Planning the Computing Curriculum

The Computing curriculum is planned using the National Curriculum as a framework for progression and then tailored to meet the needs of the children and ensure a cross curricular approach to learning. The progression of skills for both substantive and disciplinary knowledge is shown on the Computing Curriculum Map for each year group. Teachers in the Foundation Stage use the 'Development Matters' document.

Long term planning - Computing is planned by staff into the Year Group long term plan. It is based on the National Curriculum for KS1, building on prior learning by taking note of previous teacher's planning.

Medium term planning - A scheme of work for Computing should be planned by staff each half term, using the schools template, based on the National Curriculum and ensuring progression across the term both in terms of disciplinary and substantive knowledge. This scheme of work should be used in conjunction with the theme driven to build a cross curricular approach. Computing opportunities should also be highlighted across all curriculum areas to provide maximum opportunities and access to a range of resources.

Short term / weekly planning - Medium term plans should feed short term planning where a skills lesson is taught and then opportunity to practise these skills planned in for the week.

Language in the Computing Curriculum

The quality and variety of language that pupils hear and speak are key factors in developing their Computing vocabulary. Teachers model and explain the key vocabulary relating to ICT/Computing to children and this is clearly shown on their medium term planning. Children are encouraged to use this vocabulary when explaining what they have learnt.

Impact

Monitoring and Assessment/Moderation

Teachers assess the children's work in Computing whilst observing them working during lessons. They check progress against the 'I Can' statements for each lesson and/or unit of work. In doing so, this highlights implications for future teaching and informs future planning within the subject. Formative assessment occurs on a lesson-by-lesson basis determined by the learning objective.

Inclusion

Ryecroft Infant school is an inclusive school in every sense and this policy should be read in conjunction with other school policies.

Children experiencing difficulties learning ICT skills may be set specific targets on an IEP (Individual Education Plan) which will be reviewed each term. When possible, children may receive additional adult support, either 1-1 or in a small group.

Children with a talent or gift for ICT will be identified and when possible, will receive additional adult support, either small group or 1-1 and will work on differentiated tasks at their level.

All children have equal access to ICT regardless of race, gender or ability. All activities will be planned in such a way as to appeal to both boys and girls.

Health and Safety

Children's health and safety is paramount in school and all equipment used is regularly checked to ensure it is fit for purpose. This includes a yearly PAT test of all electrical equipment. Children's use of the internet is overseen by staff with a clear code of conduct for children and staff to follow to ensure its safe use. Safe internet use is

also taught to ensure children are aware of associated dangers and how to protect themselves. E-safety is taught to children at an appropriate level for their age and understanding. E-safety guidance and information is regularly shared with teaching staff and support is offered to parents.

EYFS

Children are given a broad, play-based experience of ICT in a range of different contexts. Children have continuous access to ICT in the learning environment and are encouraged to use it as a vehicle for learning. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or programme a bee bot.

Links to Other Policies

This policy is closely linked to the school other policies and should be read in conjunction with them

- Acceptable Use Policy
- Online Safety Policy