MARISH

ACADEMY TRUST

Computing Policy

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Introduction

Computing plays an integral part of learning for all children and stakeholders at Marish Academy Trust. We understand the importance of ensuring safe practice and correct guidance for our children who use technology everyday within the trust and in modern culture. We aspire to create a generation of students who become excited, confident and skilled practitioners of computing. It is our intention that students are able to see new avenues and opportunities for themselves within the ever-developing world of technology. We aim to equip children with a range of skills prior to Key Stage 3, and support future opportunities which they will utilise within everyday life.

As a Trust, we believe that all members of our school community should have access to a range of computing resources, to develop their ability to process and communicate information. We aim to strengthen their position in a technology orientated world, operating safely while becoming aware of any risks which could arise. We want our computing curriculum to ensure that our children obtain the correct skills to further their digital literacy. We believe that digital literacy should not be developed in discrete computing sessions alone and encourage all students to begin embedding Information Technology practice into other curriculum areas where possible. We seek to remove barriers to access and experience of computing - recognising the essential role this subject plays in all areas of society.

Aims

We aim to ensure that children become effective computer scientists by becoming digitally literate, to develop the knowledge and skills necessary to fully participate in modern culture. This means having access to a broad range of software and technologies and experiencing them in different ways and contexts. We will provide this for all learners by:

- Implementing all strands of computing in the National Curriculum in a coordinated manner - This means having access to a broad range of software and technologies and providing experiences in a variety of ways and contexts.
- Offering all children the opportunity to reach the desired level of attainment in computing as specified in the National Curriculum. A scheme which will provide children with the opportunity to use a rich variety of digital tools and technologies to develop ideas, communicate, collaborate, create, present and evaluate.
- Maximising access to resources so that all users develop the necessary skills to exploit computing and become independent in its use.

- Supporting, enhancing and extending learning which is taking place throughout the curriculum through the application of computer science, digital literacy and information technology.
- Building confidence and competence in the use of the three strands of computing (computer science, digital literacy and information technology).
- Developing understanding of the applications of computing in everyday life.

Curriculum

Through the use of the Kapow scheme, a high-quality computing education will equip children to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which children 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, children are given the opportunity to use a rich variety of digital tools, technologies and learn how to develop ideas, communicate, collaborate, create, present and evaluate. We believe that digital literacy should not be developed in discrete computing lessons alone. We encourage our staff to continue with their best practice of embedding Information Technology in other areas of the curriculum.

A core element of all computing lessons and units of work will be e-safety. All children, from EYFS to Year 6, will cover a range of e-safety elements appropriate to their age. These lessons will form part of every computing unit studied, link to our PSHE curriculum and look to embed prior learning as well as introduce new concepts**.**

In KS1 each term children are able to learn a range of skills within computing in a creative and comprehensive way e.g. building algorithms, basic word processing, entering and retrieving text etc. All of which, will support children in using these valuable life skills throughout their lives.

This will give children further access to a range of software, technologies and tools and allow them to apply their knowledge and skills in different areas. We want children to have as much exposure to learning, about and with, digital technologies as possible. Our cross-curricular scheme, Kapow, provides lesson plans and associated resources for enhancing and enriching other subjects with computing.

Computing comes under the area of Knowledge and Understanding of the World. Children find out about and identify the uses of everyday technology (e.g. computers, cameras), use information technology and programmable toys to support his/her learning. We teach the children basic computer skills - mouse skills, dragging, paint programmes and deploy Beebot

toys to support an emergent understanding of computational language (through pre-programming of directions).

KS1

At the end of KS1 children should:

- 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.

KS2

At the end of KS2 children should:

- 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.

Teaching and Learning Strategies

During the weekly Computing lessons, teachers use a variety of teaching styles and methods to introduce given skills or use of hardware. They will have flexible access to computers,

iPads with wireless connection along with a range of digital equipment. They often have the opportunity to work independently, with a partner or in small group activities dependent on the individual needs of the children.

The opportunities for the children to extend their knowledge and understanding of computing skills, comes from planned sessions across the rest of the curriculum. For example, computing skills are often supported during our Creative Curriculum lessons, as the children choose to complete a piece of work with the supporting use of computing for research, presentation of work or data collation.

At Marish Academy Trust, we recognise the need for children to understand the purpose of their work and therefore we take every opportunity to share their Computing work in school.

Organisation

All classes have a one-hour computing lesson allocated on their weekly timetable in which children are taught computing-linked skills for a particular topic area, with access to hardware and software. Learning outcomes of these sessions are to ensure skills are embedded before these skills are then assessed. Lessons may take place within the computing Room, or within the classroom through the use of iPads. Teachers ensure they have planned activities to support children who find computing difficult and challenge those who high achieving computerists.

Pupils with English as an Additional Language (EAL)

We recognise that children with English as an additional language may be able users of computers but may need support with gaining the English necessary to access the computing curriculum. This will not hinder their learning, through the use of key topic vocabulary, quality first teaching, modelling, picture cues, peer support and use of other resources, children will be able to access the curriculum and take part in lessons. Computing is incorporated into a wide rage of cross-curricular subjects which helps children to enhance their computing skills quicker.

Disability Statement

Marish Academy Trust is committed to ensuring equal treatment of all pupils with any form of disability and will ensure that disabled people are treated favourably in any procedures and practices. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum. For further details, please refer to the school's Disability Equality Scheme.

Gender Equality

Staff at Marish Academy Trust, ensure that current and future policies and practices in this subject do not discriminate against either sex, or maintain or lead to gender inequality.

Special Educational Needs

We believe that all children have the right to access Computing in support of their learning. In order to ensure that children with special educational needs achieve to the best of their ability, outcomes are adapted and the delivery of the Computing curriculum is differentiated for these pupils where appropriate, Computing can be used to support SEN children on a one to one basis where children receive additional support, in particular some software systems are used to support language, spelling or reading development.

Assessment and Record Keeping

Teachers and HLTAs assess children's work in Computing through both informal and formal methods. Informal assessments are carried out during lesson observations, while formal assessments take place at the end of each unit using pop tasks. These tasks are carefully aligned with the specific learning objectives outlined in the National Curriculum.

The Computing subject team plays a vital role in supporting the development, assessment, and progression of Computing across the Trust. This includes lesson observations, planning reviews, pupil voice surveys, and the exploration of portfolios via the class scrapbook.

Home Learning

Although there is no formal Computing homework, children are encouraged to apply their Computing skills when completing homework tasks across other areas of the curriculum. In addition, pupils regularly engage with virtual learning platforms, including MyMaths, Times Tables Rock Stars, and SPAG.com, to consolidate their learning in a digital environment.

Access to IT Resources

Access to high-quality IT hardware and software is essential for both learning about Computing and using technology as a tool to support learning across the curriculum. To support this, the Governing Body, advised by the Computing subject team, will ensure that appropriate funding is allocated to guarantee:

- The core Computing curriculum is delivered in line with the National Curriculum requirements, ensuring pupils develop essential digital literacy, computer science, and information technology skills.
- Computing resources are used flexibly across the wider curriculum, supporting and enhancing teaching and learning in all subject areas.
- Access to Computing resources helps reduce barriers to learning by providing all pupils, particularly those who are disadvantaged with increased exposure to technology and digital tools
- Online safety tools and software are in place to protect pupils while using digital technology.

This commitment underpins the school's vision of integrating Computing effectively throughout teaching and learning.

Parent Partnership

See E-Safety appendix and section in the Home School Agreement.

The Role of the Subject Leader

The primary responsibility of the Computing Subject Leader is to support staff in delivering high quality teaching, ensuring that pupil attainment and progress in Computing are continuously improving.

Specific responsibilities include:

- Supporting the setting and monitoring of curricular targets in Computing.
- Identifying and implementing strategic developments in the teaching of Computing.
- Leading the implementation of the Computing Action Plan.
- Providing support, guidance, and collaboration opportunities for colleagues.
- Monitoring the quality of Computing teaching and learning across the school.
- Maintaining an up to date portfolio of pupils' work as evidence of progression and achievement.
- Offering subject specific advice to staff as needed.
- Organising workshops and providing information sessions for parents to promote engagement and understanding (E-safety).
- Managing the Computing budget effectively to ensure the provision of high-quality resources.
- Identifying and supporting staff training needs in line with curriculum developments.

Date of the policy May 2025.

This policy was approved by the governing body of Marish Academy Trust on:

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It will be reviewed in April 2026