



COMPUTING POLICY

Policy Updated: September 2026

Future Review: September 2028

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Committee: LGB

Version: 1.4

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Curriculum intent

At Buckland Church of England Primary School, we want pupils to become confident, creative, responsible and safe users of technology. Through a carefully sequenced computing curriculum, pupils develop their understanding of computer science, information technology and digital literacy. They learn how digital systems work, develop computational thinking and programming skills, and use technology purposefully to create and communicate. We aim to equip pupils with the knowledge and skills they need to participate safely, critically and responsibly in an increasingly digital world.

Rationale

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.

National Curriculum 2014

Aims of Computing

We aim to ensure that all our pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience 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

Resource provision

Pupils have access to a range of age-appropriate digital technology, including Chromebooks and tablets, to support the teaching of computing and the wider curriculum. Devices have access to the school network and appropriate applications and resources. Additional technology is available across the school to support teaching and learning.

Online Safety

The safe and responsible use of technology is an important part of safeguarding at Buckland Church of England Primary School. Online safety is taught throughout the curriculum and pupils are supported to understand how to use technology safely, responsibly and respectfully.

Appropriate filtering and monitoring systems are in place to safeguard pupils when accessing the internet and using school devices, in line with Cambrian Learning Trust arrangements. Staff report online safety or safeguarding concerns in accordance with the school's safeguarding procedures.

Emerging Technologies and Artificial Intelligence

The school recognises that digital technologies, including artificial intelligence, continue to develop rapidly. Where appropriate, pupils will be supported to develop an age-appropriate understanding of emerging technologies and to consider their safe, responsible and ethical use. Staff use emerging technologies in accordance with school and Trust expectations.

Digital Literacy

Pupils are taught to engage critically with digital information, including considering the reliability and trustworthiness of sources and recognising that online content may contain bias or misinformation. As appropriate to their age, pupils are also supported to understand that digitally created and AI-generated content should not automatically be assumed to be accurate.

Curriculum

Buckland School follows the Teach Computing programme of study across KS1 and KS2. In Computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice is planned throughout the school.

A long-term curriculum map ensures that all content is taught across a two-year cycle. Teachers follow the school's agreed computing curriculum to ensure that knowledge and skills are taught progressively. Meaningful links with other curriculum subjects are made where appropriate, without compromising the sequence and progression of the computing curriculum.

Key milestones for the end of Y6 support pupils in achieving the right standard to prepare them for secondary school.

Inclusion and SEND

All pupils are entitled to access and participate fully in the computing curriculum. Teachers make appropriate adaptations and reasonable adjustments to ensure that pupils with SEND can access learning and make progress. This may include adapted resources, additional scaffolding, adult support or the use of appropriate assistive technology. Technology may also be used to remove barriers to learning across the wider curriculum. Teachers maintain high expectations for all pupils while ensuring that individual needs are appropriately supported. Where access to technology outside school may present a barrier to learning, the school will consider appropriate support to ensure that pupils are not disadvantaged.

Assessment

Assessment in computing is primarily formative and takes place throughout teaching. Teachers use questioning, observation, discussion and pupils' completed work to identify what pupils know, understand and can do. Assessment is used to identify misconceptions, inform future teaching and ensure that pupils build securely on prior learning.

Teachers assess pupils' knowledge and skills against the expectations of the school's computing curriculum. The Computing Subject Leader monitors standards and progression across the school through appropriate subject leadership activities.

Subject Leadership and Monitoring

The Computing Subject Leader monitors the implementation and effectiveness of the computing curriculum. This may include reviewing curriculum planning, talking to pupils, looking at pupils' work and supporting colleagues with subject knowledge and pedagogy. Priorities identified through monitoring contribute, where appropriate, to wider school development planning.

Staff Training

Staff are supported to develop the subject knowledge and confidence required to teach computing effectively. Training and support are provided according to identified need, with the Computing Subject Leader supporting colleagues and accessing appropriate professional development through Cambrian Learning Trust and external providers where appropriate.

Staff undertake required cyber-security, safeguarding and professional conduct training relating to the safe and appropriate use of digital technology, online communication and social media.

Health and Safety

Digital equipment is used, handled, stored and charged safely and appropriately. Staff ensure that pupils use equipment responsibly and report damaged or faulty equipment promptly. Pupils are taught to use devices appropriately and consideration is given to safe and comfortable use, including appropriate screen use. Food and drink should not be consumed near computing equipment. Pupils' access to online content through school systems and devices is protected through the Trust's filtering and monitoring arrangements. Any concerns arising from pupils' use of technology are reported through the school's safeguarding procedures.

Review and Evaluation

Digital technology continues to develop rapidly. This policy will therefore be reviewed at least every two years, or earlier where changes to statutory guidance, Trust policy or school practice require it. The Computing Subject Leader will monitor the effectiveness of the policy and the implementation of the computing curriculum.