

Computing Policy

Status	Non-statutory
Review cycle	Every 2 years
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Name of Chair of Governors	Christina Powell / Melissa Shaw
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INTENT

At Meadlands, we want to excite and engage our pupils to be creative with technology in an ever changing and increasingly connected world. We want to furnish our pupils with the skills, knowledge and understanding that will make them responsible and digitally literate citizens and the next generation of programmers, web designers and debuggers!

Aims

- To meet the requirements and aims of the National Curriculum programmes of study for Computing
- To provide a relevant, challenging and enjoyable Computing curriculum for all pupils that is progressive in nature and builds on prior learning.
- To use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology
- To equip pupils with the confidence and capability to use computing throughout their later life.
- To develop an understanding of how to use computing safely and responsibly

Links to our school intent

Language

- Vocabulary is selected for each unit and included on the planning documents
- Spoken language and discussion is threaded throughout computing teaching

Memory

- Rich experiences planned for each unit encourage more information to pass into the pupils' long-term memory
- Making connections to other subjects and to the pupils' own lives also encourages memories to be stored

Wellbeing

- Studying computing offers opportunities for collaboration, exploration and discovery which promotes a sense of fun, fulfilment and curiosity
- The computing along with the PSHE curriculum educates the children about how to stay safe online and the impact of excessive screen time on their wellbeing

IMPLEMENTATION

At Meadlands, we strive to meet the National Curriculum expectations and guidelines. See below for the Key Stage requirements:

National Curriculum Aims (2014)

Key Stage 1

- 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

Key Stage 2

- 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 an contact on the internet or other online technologies

EYFS

The EYFS curriculum does not contain a specific Technology objective, however, technology is woven throughout the daily experiences including into the learning environment and the role play opportunities that are available to the children to recreate real-life opportunities.

Children also engage in unplugged activities that develop basic computational thinking.

<u>Teaching</u>

Computing is taught in blocks in Autumn 1, Spring 1 and Summer 1.

Our curriculum is mapped to ensure alignment with the national curriculum content and where possible is arranged progressively with each year group developing one of the 3 following strands in the same term.

Information Technology: the use of computers for functional purposes, such as collecting and presenting information, or using search technology.

Digital Literacy: responsible use of a range of software and internet-based programs. This includes recognising its advantages for collaboration or communication and enabling pupils to use them in a creative manner.

Computer Science: helps pupils of all ages to understand how digital systems work (including computers and networks). It gives all pupils the opportunity to learn basic computer programming.

At the end of each lesson children in Key Stage 2 complete a Learning Journey to recall and summarise that they have learnt. *Please note this is being rolled out during 2025 – 2026 and will be fully embedded by September 2026*

Overview of units studied:

Year	Autumn 1	Spring 1	Summer 1
1	Online safety and keyboard skills JiT Paint	JiT Pictogram and Chart	Bee bots JiT Turtle
2	Online safety and keyboard skills JiT Write	JiT Animate	JiT Turtle Advanced and Visual
3	Online safety Google Docs	JiT Branching Databases	Microbits
4	Online safety Google Slides	The Internet and Networks	Touch typing and Microbits
5	Online safety Google Sheets	Vector Graphics	Microbits
6	Online safety Google Forms	Google Slides: Website Design	Microbits

**Please note that the curriculum is currently under review with the aim to roll out a new curriculum in 2026-2027*

<u>Online Safety</u>

At the start of the year, all year groups complete an Online Safety unit using Oak National Academy plans. Key learning from this unit is then threaded throughout the year and revisited where there is real life application and throughout PSHE lessons.

Our regular teaching of online safety is to ensure that our pupils feel confident when using electronic devices and the internet, and furthermore to know what to do if they come across something either inappropriate, uncomfortable or upsetting. We also engage in Internet Safer Day each Spring Term.

At the start of the year children are reminded of the Key Stage specific Acceptable Use Agreement form, which details how pupils can keep themselves safe online along with our expectations of pupils using digital devices in school. A copy of this is then shared with parents.

Any Online Safety issues or those of a Safeguarding nature need to be referred to the DSL.

<u>Spoken Language/Oracy</u>

Oracy and opportunities for discussion are present throughout the Computing curriculum at Meadlands. We believe in the importance of having meaningful conversation about current technology issues. Questioning forms the basis of our teaching and we encourage pupils to practice curiosity and develop their own questions.

What does speaking and listening look like at Meadlands?
Across the school:

- Listening to and participating in stories, articles, poems, rhymes and songs

- Use of sentence stems to scaffold oral responses in class
- Using the strategy *Agree, Build, Challenge* to guide respectful discussions
- Questioning across the curriculum
- Drawing links verbally across the curriculum
- Reciting and reading aloud
- Presenting in front of an audience
- Debating
- Group work and reporting back
- Using lollipop sticks for participation
- Talk partners

Planning

Computing is planned in units by class teachers and overseen by the subject leader. Planning takes the form of:

- **Knowledge organiser:** when a scheme is not being followed, a Knowledge Organiser outlines the knowledge and skills to be taught, the tier 3 subject specific vocabulary, links forwards and backwards in the curriculum, opportunities for cross-curricular links and ambitious outcomes.

- **Mid-term plan:** For the majority of our units in Key Stage 2 we use mid-term plans created by the National Computing Centre of Excellence. When our own mid-term plans are created the following information is included: the learning challenges, learning activities, key questions, key vocabulary and resources needed.

- **Lesson slides:** the plan for the individual lesson with the learning challenge and relevant information. However, due to its nature, most of the teaching of computing will be live and in the moment with the teacher modelling.

Classroom Display

Each classroom should have an Online Safety poster which reminds the pupils what to do if they see something online that worries or upsets them.



Cross curricular links

Computing is taught as a discrete subject, however, links across the curriculum should be made wherever possible. Key opportunities for cross-curricular learning include links with: maths and science (e.g. data handling); writing (e.g creation of documents, presentations and websites); PE and geography (e.g Microbit fieldwork)

SMSC

When planning computing, higher order questions that encourage children to consider their learning should be thoughtfully weaved in. Some examples of where SMSC can be included within computing include:

- Reflecting on human achievements in technology advancements
- Considering the ethics of technology including the developing use of artificial intelligent.

British Values

Computing offers a wide range of opportunities for children to demonstrate fundamental British values through including, but not limited to:

Democracy: children should understand that everyone plays a role in how the Internet exists. No matter how small, everyone has a responsibility to ensure the Internet is a positive and helpful place for everyone to access.

Rule of Law: the topics of copyright and ownership are explored in set year groups, so that children begin to understand what is allowed to be shared and used accordingly by law.

Individual Liberty: every year group considers how to use technology responsibly and how everyone needs to make the correct individual choices when online.

Mutual Respect/Tolerance: self-image, online reputation and cyberbullying are strands that are covered during Online Safety and PSHE lessons.

Resources

A variety of computing resources are available to support quality teaching and learning including:

- A class set of Google Chromebooks with cloud-based connectivity
- Each class from Year 1 upwards has 2 dedicated classroom Chromebooks
- Class set of mice
- Headphones
- 2 Kindles for EYFS observations
- Full subscription to Google Education Apps and LGFL ICT providers
- Beebots
- Microbits – class set
- Interactive whiteboard in each class

Google Classroom

All pupils in Year 2 and upwards, have access to their own Google Classroom.

During computing lessons, this virtual classroom can be used as a way of sharing lesson activities and links to websites and video clips can be posted. There is also the option to open up the Google stream, where pupils can post comments.

When the classroom is not in use, the class teacher must change the settings so that '**only teachers can post comments'** is activated. The Google Stream must only be open for students to comment, when being monitored by a member of staff.

IMPACT

Impact

- Children will know more, remember more and understand more about computing
- Children will gain a love of computing and technology
- Children will understand and be able to build upon the key skills of information technology, digital literacy and computer science
- Children will be sensible and responsible digital citizens
- Children will know how to keep themselves safe online
- Children will know how to critically evaluate information gathered online including the use of AI tools

Assessment and Recording

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. As with other subjects there is no national expectation to report national curriculum levels. We do however, indicate on end of year reports pupils' attitude to learning within computing lessons, noting if pupils have demonstrated an emerging, expected or exceeding attitude in computing.

Equal Opportunities

At Meadlands, all pupils are encouraged and supported to take a full and active part in all computing lessons and activities. Staff should ensure that all pupils, irrespective of gender, ability, ethnicity, and social circumstances, have access to, and make the greatest possible, in all areas of the curriculum. This includes children with Special Educational Needs, who many need lessons activities, and teaching approaches, resources or support to be differentiated to meet their individual needs. This is the responsibility of the class teacher. There are also opportunities for more able pupils to be challenged and develop and extend their understanding of different topics.

Monitoring

Progress and teaching in Computing at Meadlands is monitored by the subject leaders, with reference to the knowledge organisers (where applicable), mid-term plans, slide planning (where applicable) and children's electronic folder of work.