BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Computing Policy
2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mr G. Bunce**
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Headteacher (Mrs. G. Locke) **Chair of Local Governing Board (Mrs R. Fuller)**	*G Locke* *R Fuller*

Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Barcroft, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to: the learning how computer systems work; the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

Aims

Barcroft Academy's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for computing in Early Years, KS1 & KS2.
- To respond to new developments in technology.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop an understanding of how to use computers and digital tools safely and responsibly.

The Early Years Curriculum for Computing aims to ensure that all pupils:

- Acquire skills in operating some digital equipment.
- Operate mechanical toys, equipment and recognise their cause and effect.
- Use simple programs and interact with software.

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- 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.
- Ensure all children are responsible, competent, confident and creative users of information and communication technology.

Rationale

Barcroft believes that IT, computer science and digital literacy:

- Are essential life skills necessary to fully participate in the modern digital world.
- Allows children to become creators of digital content rather than simply consumers of it.
- Provides access to a rich and varied source of information and content.

- Communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- Can motivate and enthuse pupils.
- Offers opportunities for communication and collaboration through group working both inside and outside of school.
- Has the flexibility to meet the individual needs and abilities of each pupil (SEN, Pupil Premium and more able pupils).

Objectives

Early Years

Early Years use the September 2021 revised Development matters/ Birth to 5 document to plan adult led lessons and independent activities for the children to access through continuous provision. The different aspects of Computing are encompassed within Understanding of the World in the Foundation Stage Curriculum; however elements can also be found in other areas of learning (Physical development, Expressive arts and design and Literacy).

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play, helping to develop small motor skills. They will safely explore how things work and remember to recall rules (and the importance of them) without an adult helping as Computing is not just about computers; a sensible amount of screen time should be considered. Our Early years learning environments feature IT based resources such as telephones and walkie talkies in the role play areas for children to experience the real world.

Children also use remote control cars, microphones, cameras, torches, I-Pads and the Interactive Whiteboard. Children gain confidence, control and language skills through opportunities such as 'programming' toys/object to develop their positional language, and create pieces of artwork using drawing tools on the IWB to express feelings and ideas by experimenting with texture, colour, design and function.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language (EAL). We encourage our children to be resilient learners.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and computing the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works 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.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of IT, computer science and digital literacy across the school. Teachers are required to inform the ICT Subject Leader of any faults as soon as they are noticed.

Schemes of work:

- Teach Computing
- Project Evolve
- Barefoot Computing

Resources:

- 3 Sets of Chromebooks
- Teacher iPads
- Pupil iPads
- Visualizers

Computing network infrastructure and equipment has been sited so that:

- Every classroom from nursery to Y6 has a computer connected to the school network and an interactive whiteboard with sound and video facilities.
- Every classroom from YR1-Y6 has a visualizer or iPad software so that pupils work can be shared to all using the IWB.
- Every classroom from Y1-6 has a set of 15 iPads for pupils to use during lessons.
- Internet access is available in all classrooms.
- Laptops, Chrome books and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use.

- Year 1-Year 6 have access to three sets of Chromebooks. These are stored in trolleys around school.
- Pupils may use IT and computing independently, in pairs, alongside a TA or in a group with a teacher.

The school has a link governor that has a particular interest and understanding of computing and IT and may partake

Planning

Computing is taught discreetly and weekly in Years 1-6. Where possible across the curriculum other subjects should involve ICT and take into account E-safety.

The school uses several resources to teach Computing- our specially designed MTP and Big Picture sheets meet the objectives of the National Curriculum for Computing and show clear progression across the year groups. All children have an individual username and password for Google Workspace to allow access during computing lessons, as well as at home. Furthermore, all children have a login for TT Rockstars to develop their knowledge of times tables, which is accessed during lessons and at home.

When teaching, teachers must take into account all children's learning needs including SEND, EAL and more able pupils to ensure all lessons are inclusive. Teachers will plan where necessary, how to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should consider any special arrangements which could be made available to support individual pupils. This is in accordance with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are effective.

Assessment and Record Keeping

Teachers regularly assess progress through observations and evidence that can be stored online or be printed out for the class book. The key objectives for Computing are taken from the National Curriculum to assess computing each term.

Records of progress in Computing;

- Children in Early Years have photographs and evidence in individual Learning Journeys using digital equipment and completing independent computing activities.
- For Year 1-6 work is stored on the Google drive with screen shots through pic collage and explanations of what has been taught.
- Each class from Year 1-6 has a Computing book for evidence of children's work.
- At the start of each unit is a big picture sheet with the Learning objectives- these are shared with the children.
- Examples of children's work, parent workshops, pupil voice/ evaluations, photographs are celebrated in the Year group book.

Pupils with Special Educational Needs

At Barcroft, we believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils.

We teach IT and computing to all children, whatever their ability. Computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of computing we provide opportunities that enable all pupils to make progress. We do this by setting suitable challenges and responding to each child's individual needs. Where appropriate IT can be used to support SEN children on a one-to-one basis where children receive additional support.

This policy should be read in conjunction with the SEN policy.

The Role of the Subject Leader

There is a computing subject leader who is responsible for the implementation of computing policy across the school. Their role is to:

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Provide colleagues opportunities to observe good practice in the teaching of computing.
- Maintain resources and advise staff on the use of digital tools, technologies and resources.
- Monitor classroom teaching or planning following the schools monitoring program.
- Monitor the children's progression in computing, looking at examples of work of different abilities.
- Manage the computing budget.
- Keep up-to-date with new technological developments and communicate information and developments with colleagues.
- Lead staff training on new initiatives.
- Attend appropriate in-service training.
- Have enthusiasm for computing and encourage staff to share this enthusiasm.
- Keep parents and governors informed on the implementation of computing in the school.
- Liaise with all members of staff on how to reach and improve on agreed targets.
- Help staff to use assessment to inform future planning.

The Role of the Class Teacher

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and use their knowledge, skills and understanding of computing across the curriculum.

They will plan and deliver the requirements of the National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve, including girls and boys, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding, and create effective learning environments.

The class teacher will also:

- Use a variation of Technology throughout the curriculum.
- Secure pupil motivation and engagement.
- Provide equality of opportunity using a range of teaching approaches and techniques.
- Use appropriate assessment techniques and approaches.
- Set suitable targets for learning as outlined in the inclusion policy.

Security

We take security very seriously. As such:

- The computing technician will be responsible for regularly updating anti-virus software.
- The use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
- Parents, staff and pupils will be made aware of the 'acceptable use policy' at school entry and KS2.
- All pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.

This policy should be read in conjunction with the E-Safety policy.

Cross Curricular Links

As a staff we are all aware that IT and computing skills should be developed through core and foundation subjects. Where appropriate, IT and computing should be incorporated into all subjects and topics. IT and computing should be used to support learning in other subjects as well as developing computing knowledge, skills and understanding. Our school provides pupils with opportunities to enrich and deepen learning using cross-curricular approaches.

Parental Involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home.

Homework Projects

Every year group from Year 1- 6 will have a Computing project linked to their current computing unit to develop curiosity for a particular area of IT. These homework projects are celebrated in school and photographs are recorded in the class books. Some of these tasks will involve research or using a specific game which is specified by the class teacher. These homework projects are uploaded onto the website on each year group's class page.

Policy Monitoring

The Computing Subject Leader at Barcroft Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the Local Governing Body, upon its review.