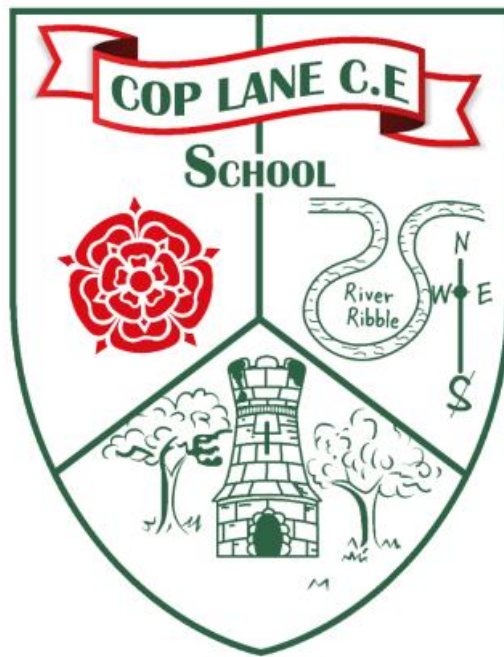


Cop Lane C.E Primary School



Computing Policy - July 2025

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

At Cop Lane CE Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils,
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values,
- The high expectations we have of all in whatever task we undertake.

Our aims at Cop Lane CE Primary School are:

- To deliver a high quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching.
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity.
- To provide a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged.
- To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed.
- To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.

Purpose

Computing plays a vital role in equipping children to thrive in an ever-changing digital world. Through a balanced and creative computing curriculum, we aim to foster children's curiosity, imagination, and problem-solving skills while developing their understanding of technology. From the Early Years through to Key Stage 2, pupils are encouraged to explore digital tools, create content, and communicate ideas confidently. We recognise the importance of preparing our children for the 21st century by helping them build the knowledge and resilience needed to use technology, both online and offline, responsibly and safely. Grounded in our Christian values, we promote a culture of respect, discernment, and digital citizenship, empowering pupils to make wise choices online and contribute positively in a connected world.

*"Learning to write programs stretches your mind,
and helps you think better, creates a way of thinking
about things that I think is helpful in all domains."*

- Bill Gates

Intent:

Through our computing curriculum at Cop Lane, we aim to equip our pupils with essential life skills that enable them to embrace and use new technologies confidently, safely, and responsibly. We want them to understand the wide range of career opportunities that studying computing can offer and to be inspired by the possibilities ahead. Our goal is to nurture independent, autonomous learners who find enjoyment and purpose in using technology. Computing is not just a stand-alone subject; it supports learning across the entire curriculum and helps us ensure accessibility for every child. We are committed to developing digitally literate, competent users of technology, while also fostering creativity, resilience, critical thinking, and problem-solving skills through computer science. Ultimately, we want our pupils to see themselves not only as active participants in their local communities but also as responsible digital citizens in a globally connected world.

Implementation

At Cop Lane, computing is taught through dedicated, weekly computing lessons. Our curriculum is primarily based on the Teach Computing scheme of work, complemented by additional resources such as Purple Mash to enrich learning. Online safety is a key priority and is delivered through Project Evolve, ensuring comprehensive and age-appropriate coverage. Each lesson is carefully planned to align with the resources and infrastructure available in our school and to meet the diverse needs of all pupils. The curriculum is closely mapped to the 2014 National Curriculum attainment targets to ensure clear progression and full coverage, with regular updates and improvements. By delivering computing in discreet lessons, pupils are able to build depth in their knowledge and skills across the strands of information technology, digital literacy, and computer science. Children use iPads and school computers to access a variety of apps and software that support their learning.

Impact

Within the Computing curriculum, we aim to foster an appreciation and enthusiasm for technology to enhance and enrich the children's learning experience. Our Computing curriculum is of a high quality and is carefully planned to show clear progression, enabling children to build on their skills and understanding over time. Through this, our children:

- Develop the confidence and competence to use technology purposefully, creatively and safely in a range of contexts
- Learn how to use logical reasoning and problem-solving skills through programming and debugging (Including using Crumble to bring the programming alive)
- Gain a secure understanding of the key principles of computer science, including algorithms, sequences, and data representation
- Use a variety of software and digital tools to collect, analyse, evaluate and present information effectively
- Understand how to use technology safely, respectfully and responsibly, recognising acceptable and unacceptable behaviour online

- Begin to understand the role technology plays in their lives and in the wider world, preparing them for an increasingly digital society

Computing across the Key Stages

EYFS

Although computing is not a discrete subject in the EYFS, children begin to develop foundational skills through exploration of technology, problem-solving, and using simple digital devices as part of Understanding the World and other areas of learning. These experiences lay the groundwork for the Key Stage 1 Computing curriculum.

In EYFS the related pupil's early learning goals are:

Understanding the world

- **Past and Present** – Children talk about the lives of people around them and their roles in society. (Linked to understanding how technology has changed and is used in different professions.)
- **People, Culture and Communities** – Children understand some similarities and differences between different environments and communities. (Linked to using technology to explore the world.)
- **The Natural World** – Children make observations and use simple equipment. (Linked to early problem-solving and prediction skills, foundational for computer science.)

Communication and language

- **Listening, Attention and Understanding** – Children listen attentively and respond with relevant questions or actions. (Linked to following sequences or instructions, as in coding.)

Physical development

- **Creating with Materials** – Children use a range of materials and tools. (Linked to digital painting, storytelling apps such as Minimash (purple mash), or design software.)

Key Stage 1

When learning through computing, children should be taught to:

Computer Science

- Understand what algorithms are and how they are implemented as programs on digital devices.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Understand that digital devices follow instructions (inputs and outputs).

Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school (e.g. shops, homes, libraries).

Digital Literacy

- Use technology safely and respectfully.
- Keep personal information private.
- Identify where to go for help and support when they have concerns about content or contact online.

Key Stage 2

When learning through computing, children should be taught to:

Computer Science

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
- Use sequence, selection, and repetition in programs.
- Work with variables and various forms of input and output.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks, including the internet and how they provide services.

Information Technology

- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals.
- Collect, analyse, evaluate and present data and information.
- Use search technologies effectively and understand how results are selected and ranked.

Digital Literacy

- Use technology safely, respectfully and responsibly.
- Recognise acceptable and unacceptable behaviour online.
- Understand the importance of digital identity and online reputation.
- Understand how to report concerns about content or contact.

Delivery of the Curriculum

At Cop Lane computing is taught through weekly discrete lessons, ensuring consistent and progressive development of skills across all year groups. Each half term, we deliver a focused unit from our computing curriculum alongside a dedicated online safety focus, helping children to become confident and responsible digital citizens. Every child has access to their own dedicated iPad, enabling personalised learning and frequent hands-on experience with a range of digital tools. In addition, pupils regularly use our computing suite, providing further opportunities to develop their skills on desktop devices and in different digital environments. We make effective use of online learning platforms and educational apps, many of which are carefully selected to align with and reinforce the content taught in lessons, helping children to practise and apply their knowledge in meaningful ways.

Equal Opportunities and Inclusion

(Refer to equal opportunities policy)

All pupils should have equal access to the Computing curriculum in line with the school's equal opportunities policy. Teachers will aim to provide effective learning opportunities by:

- setting suitable learning challenges
- responding to pupils' learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ensuring work from all cultures is provided and the pupils are given opportunities to discuss it

SEND

- Opportunities will be provided for pupils with Special Educational Needs through adaptive teaching.
- The needs of pupils with physical disabilities will be taken into consideration when planning work.
- Pupils will be supported where necessary by the class teacher or TA.
- The SENCO and the subject leader will try to advise teachers on the activities relevant to pupils with Special Educational Needs.

More Able

- Teachers will identify pupils who are 'more able' in Computing within their classes towards the end of Summer Term.
- Opportunities to extend the learning of more able pupils will be built into lesson planning.
- Opportunities for wider development will be provided wherever possible e.g. having digital leader opportunities for children to further develop and enhance their skills.

Monitoring and Assessment

The Lancashire tracker provides summative termly assessment data that is inputted by class teachers, this will outline whether children are below, working at, or showing deeper understanding within year group curriculum expectations. This data is then accessible to the computing subject lead who can target support and assess good practice. Teachers will also use formative assessment during lessons to inform future planning and differentiation.

Health and Safety

Both staff and children are aware of the need for health and safety to be kept in mind when using technology. Signs displaying relevant warnings are displayed around the school and regular attention is drawn to the issue of safe use of equipment. In particular, the following safety issues have been considered when using technology in school:

- *Comfort* - users should be comfortably positioned with easy access to all equipment.
- *Space* - There should be enough space around a workstation including special educational equipment and peripherals.
- *Seating* – this has been chosen so that it is the correct height for knees to fit comfortably under the desk.
- *Monitors* - These should be moved to suit the needs of the users.
- *Keyboards* - Users should have the option to have their keyboard flat or tilted and move it to a comfortable position.
- *Cables* - Are covered and secure. Children are not to connect or unplug electrical equipment.
- *Digital Projectors* – Users are aware that they must not look directly into the light beam emitting from the digital projector.

All pupils are taught to handle equipment correctly and to switch computers on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people's work on the computer. All users are also reminded of the need to take regular breaks when using electrical equipment.

Spirituality within Computing at Cop Lane C.E. Primary School

Spirituality is promoted throughout the teaching and learning of Computing at Cop Lane C.E. Primary School. Spirituality can manifest through computing as our pupils engage in the exploration of technology with a mindful and reflective approach. Through activities such as coding, digital storytelling, interactive simulations and creating videos, our children can express their imaginative and spiritual dimensions. Computing lessons may encourage contemplation on the ethical use of technology, fostering a sense of responsibility and mindfulness in the digital realm. Additionally, collaborative projects and discussions about the impact of technology on society provide opportunities for our children to reflect on their values and connections to the broader world. Examples of this are:

- Experience awe and wonder at the power of modern technology.
- Develop an understanding of the usefulness and dangers of technology.
- Ask questions about the place of technology in society.
- Explore a sense of choice, decision making and personal responsibility through coding, programming and internet safety.
- Learn about different cultures through the use of the internet and online platforms – such as Newsround and Picture News.
- Explore human achievements and creativity in relation to a worldwide communication platform.
- Explore the moral issues around data and sharing information.
- Discuss the moral and social implications of cyberbullying and the ethical use of the Internet and how we keep others and ourselves safe.

Wider Computing Opportunities:

As well as after school clubs for computing that include coding, children may be given the opportunity to become Digital Leaders. This role involves children helping teachers and fellow peers in the teaching of computing and also mentoring during learning time. We give the children the opportunity to develop the role every year, giving them ownership of how they want to extend their role with activities such as running clubs. As our school is also a member of the WRIST cluster group for computing, we often have access to resources that are passed around WRIST schools for teachers to experiment with and explore. Additionally, parents are often shared with further information regarding keeping children safe online and the approach we take to online safety in school and also to explore computing apps that children can use at home as part of their home life.

Last Reviewed – July 2025 – Mrs R Gill