FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

COMPUTING

APPROVED BY GOVERNORS	March 2026
TO BE REVIEWED BY	March 2029

FAIRLANDS PRIMARY SCHOOL

COMPUTING POLICY

INTRODUCTION

At Fairlands, we believe that computing is a foundational subject that empowers pupils to understand and shape the digital world around them. Our curriculum is built on the **Teach Computing Curriculum** developed by the **National Centre for Computing Education (NCCE).**

We teach computing as a **distinct subject**, while also embedding **digital literacy** across the wider curriculum. Our approach ensures pupils develop knowledge and skills in three key strands:

- **Computer Science** – understanding how computers work and learning to program.
- **Information Technology** – using digital tools to create, organise, and manipulate content.
- **Digital Literacy** – using technology safely, responsibly, and effectively.

Our curriculum is carefully sequenced to build **declarative knowledge** ("knowing that") and **procedural knowledge** ("knowing how"), enabling pupils to:

- Develop computational thinking and problem-solving skills.
- Understand key concepts such as algorithms, data representation, and networks.
- Create digital content using a range of devices and software.
- Engage in programming tasks using age-appropriate languages and tools.

We use **evidence-informed pedagogy**, including modelling, pair programming, and unplugged activities, to support deep understanding and inclusive participation. Teachers receive ongoing professional development to ensure confident and effective delivery.

As technology continues to evolve, we prepare pupils to be **digitally literate, safe online, and ready to thrive** in a world shaped by innovation. Our computing curriculum equips them not only with technical skills, but also with the creativity, resilience, and ethical awareness needed for the future.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

ROLES AND RESPONSIBILITIES

MANAGEMENT OF ICT

The subject leader for computing is responsible for reviewing and updating the school's policies relating to computing, monitoring standards of achievement and progression, the co-ordination of assessment and the direction and supervision of the school's IT technician who is contracted in from InTerm IT ltd. The IT technician role involves the maintenance of the school network, the management of the school's wireless network, the management of the school's hardware and software and the co-ordination of repairs, alongside

and in-line with the headteacher. The subject leader for computing is also responsible for the management of teaching and learning of computing using planning and work scrutinies, pupil interviews, lesson observations and reviews of assessments and levelling. A moderated portfolio of work will be generated and updated by staff to be reviewed by the subject leads.

OTHERS IN THE SCHOOL

The class teacher is responsible for the delivery of the scheme of work for computing and of all policies relating to computing including online safety. Class teachers are also responsible for the care and security of the software and hardware in their classroom and other shared resources such as the laptop and I-Pad trolleys. Phase leaders are responsible for the laptop and I-Pad trolleys within their phase with any misuse or losses being taken from phase budgets.

E-safety is the collective responsibility of all staff within the school environment including support staff, midday supervisors, site managers and admin staff. Staff should always uphold the schools e-safety policy. Please see this policy for further guidance.

The school is collectively responsible for ensuring that copyright regulations are not infringed.

AIMS

The aims of computing are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration, and discussion;
- to promote confidence and competence with devices and programs, including those that are unfamiliar to them, evaluating these analytically to solve problems;
- to use computing to enhance learning across the curriculum;
- to encourage children to choose and use appropriate applications with confidence and a sense of achievement;
- to develop practical skills in the use of technologies and to be able to apply these skills to the solving of relevant and worthwhile problems including the understanding and application of the fundamental principles and concepts of computer science;
- to understand the capabilities and limitations of technologies;
- to understand the implications, risks, and consequences of using computing;
- to understand the importance of computing in everyday life;
- to analyse problems in computational terms, and have repeated practical experiences of writing computer programs to solve such problems;
- to be able to begin to discuss different hardware and software and its purpose for tasks with the aim of digital literacy.

TEACHING AND LEARNING

The school uses a variety of teaching and learning styles during computing lessons as a discrete subject alongside the goal of embedding the use of computing across the curriculum where possible. Computing is also deployed within child-initiated learning times where this is appropriate to that phase. Our principal aim is to develop children's knowledge, skills and understanding within computing. Computing lessons involve a combination of whole class, group, and individual teaching. Children also receive opportunities to operate computing independently. Opportunities within this time allow children to model and develop the skills learnt through teaching whilst working independently.

Children have a one-hour computing lesson taught as a discrete subject once a week as an absolute minimum. Many children will have more opportunities to access computing through topic work, literacy and numeracy

lessons or independent learning times. Computing is taught using a skills-based curriculum developed by the NCCE designed to evolve to embrace computing and practices and meet statutory changes to the computing national curriculum 2014 (see appendix 1). There is the relevant focus on computer science, programming, and e-safety to meet national standards outlined within the new curriculum.

In all classes, there are children of differing abilities relating to computing. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies –e.g. through differentiated group work, or by organising the children to work in pairs on open-ended problems or games. Teaching Assistants are sometimes used to support children with their learning.

INCLUSION

All pupils should develop positive attitudes towards computing; they should develop an understanding of the potential of computing and show confidence and enjoyment in its use.

Priority will be given to ensuring equality of access and quality of experience for all pupils according to need irrespective of race, gender, disability, age, and class. Those who are most proficient with computing will be encouraged to share their expertise and confidence.

Pupils who have trouble with mastering computing will have work differentiated to their needs and will be supported where necessary.

Consideration will be given to the most appropriate input device for all pupils but especially those with special educational needs.

COMPUTING CURRICULUM PLANNING

We follow a skills-based curriculum developed by the National Centre for Computing Education (NCCE). The scheme of work is based on the latest pedagogical research and teacher feedback. This curriculum is designed to provide children with meaningful and inspiring contexts for learning and to meet statutory changes to the national curriculum 2014 (see appendix 1). The progression of skills taught is organised into the following threads, Programming, Data and Information, Information Technology, Digital Literacy & Creating Media, and Online Safety.

Computing is planned for using the scheme of work developed by the NCCE. The content of the scheme of work is broken down into five strands; Programming, Data and Information, Information Technology, Digital Literacy & Creating Media, and Online Safety. Each year group completes six modules per year, which develop the skills taught in previous years. Computing skills are revisited regularly and applied to a range of contexts which enables the children to embed their understanding over time. Teachers use the plans as a basis for their lessons and then adapt to ensure that lessons meet the needs of the learners in their class. Staff consider how computing can be planned and incorporated into all subjects in a cross curricular way.

THE DEVELOPMENT OF COMPUTING IN THE FOUNDATION STAGE

In the Early Years Foundation Stage (EYFS), computing is taught through a focus on computational thinking skills, integrated across various areas of learning. This approach emphasises play-based and exploratory activities that help children develop essential skills such as tinkering, making, collaborating, and persevering. By engaging in activities that involve logical reasoning, pattern recognition, abstraction, and problem-solving, children learn to think critically and creatively.

These foundational skills are taught without relying heavily on digital devices, ensuring that children build a strong base in computing concepts through meaningful, hands-on experiences. This method prepares them

for more structured computing education in later years, fostering a love for learning and innovation from an early age.

Children in the EYFS experience a range of digital devices that enhance their learning and development. SMART boards are installed in all classrooms and are used across the curriculum and during independent learning times. These boards are utilised for specific activities in Nursery and more regularly in Reception, providing interactive and engaging learning opportunities.

Defunct keyboards are available in the writing areas of the Foundation Stage, allowing children to practice and explore inputting letters on a computer keyboard. Laptops and iPads are initially used within small group work, extending to independent learning times. This approach enables the modelling of appropriate use before children can explore these devices independently. Staff model the use of technology in meaningful ways through play. For example, an iPad is used in the Construction area for children to take photos of their models. In Nursery, each small group has an iPad, and photos are taken during provision to support speech and language during 'Review' time with colourful semantics questioning to support children in talking about their learning.

Children's work is celebrated through displays made using technologies such as iPads and photographs. This not only showcases their achievements but also integrates technology into their learning experiences. Additionally, children participate in e-safety activities with the whole school, reinforcing the motto "Think, think, think before you click, click, click" through day-to-day discussions as situations arise

ASSESSMENT AND RECORDING

We make regular formative assessments of individual's attainment which we use to inform our planning. These formative assessments are closely matched to our progression of skills, which is aligned with the NCCE computing curriculum. Teachers record formative assessments and observations on Arbor, which informs termly summative assessments of pupil's attainment and progress.

Each unit of learning includes guided and independent tasks whereby pupils are given the opportunity to demonstrate their understanding of the objectives learnt throughout that unit. These activities support development of computing capability and provide an outcome which can be assessed. Teachers will be able to assess against the objectives in Arbor at least termly to assess attainment and progress in all pupils. Teachers are expected to document each lesson in either topic books or Google Classroom, providing subject leaders with evidence of the students' computing learning across the entire school.

Children's attainment in computing throughout the EYFS will be monitored and recorded using observational assessment within the child's learning journal. Their attainment will be recorded and reported in line with the Technology strand of the Understanding of the World Early Learning Goal in line with Statutory Guidance.

CPD

The need for further training is identified through performance management discussions and by the subject leader through lesson observations or other means. Training needs are also linked to the School Improvement Plan.

RESOURCES

Each phase has access to a class set of laptops. These laptops are timetabled so that each class has access to them for one lesson per week. In addition to this, laptops can be booked to be used to support cross-curricular learning.

Each year group has access to 12/13 iPads which are used to support both computing lessons and a range of other subjects. The iPads are regularly updated with educational apps to enhance the children's learning.

Each classroom has a Smart Board installed which is used regularly to support learning.

We have a range of programming resources to support the computing curriculum.

Computing resources are stored centrally for use by all staff and children and include cameras, video cameras, programmable devices, and recordable devices.

Resources are audited and organised regularly to ensure equal access to ICT across the school.

MONITORING

Monitoring of the standards of children's work and of the quality of teaching in computing is the responsibility of the subject leader for computing. The work of the subject leader for computing also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Staff support the subject leader in this role through a termly moderation of computing whereby a range of children's work is moderated from all year groups.

The headteacher allocates management time to the subject leader for Computing so that they can carry out relevant management tasks relating to the subject.

HEALTH AND SAFTEY

Computing equipment should be treated with the same care as any other electrical equipment.

Pupils should be encouraged from the earliest age to consider and adjust their posture when using the keyboard to avoid strain to the arms and back.

Staff should consult the SENCO regarding any implications of the use of computing for known medical conditions e.g. epilepsy, visual impairment.

ACCESS AND PRIVACY (see also the Online Safety Policy)

The school's computers should not be used at any time for downloading, copying, or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on our servers. Users wishing to download and copy large files should discuss it with the subject leader for computing or the headteacher.

No user should attempt at any time to install any software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the subject leader for computing should first be sought, the licence checked, and the relevant media handed to the IT technician to arrange for installation.

All users of the network must be aware that their user areas and individual files may on occasion be accessed by the subject leader for computing and/or the IT technician and files which contravene any part of this policy may be removed.

Use of any of the school's new technology devices or software should be in line with this policy and the rules laid out in the school's Acceptable Internet Use Policy.

HOME SCHOOL LINKS

The school website provides a home/school link for parents and carers and is managed and monitored by the headteacher. Staff and pupils add blogs to the main school website page. A calendar is available for parents to access showing all necessary school dates. Copies of all home/school correspondents are also stored on the website available as downloads for parents as are the school prospectus and any relevant policies.

School blogs should be updated at least weekly to help to keep parents informed of current practice within the school. Class teachers are responsible for managing the content of the blog for their class. The headteacher maintains overall responsibility for all blogs.

Online learning platforms provide opportunities for further links between home and school – remote learning/homework.

THE USE OF AI

AI refers to systems that display intelligent behaviour by analysing their environment and taking actions to achieve specific goals. In the context of education, AI can be used in many ways by teachers/other adults in the school, such as assessing progress, personalising learning, and analysing educational data.

It should not be used by children in adherence with the 13+ age restriction.

REVIEW

The local governing body will review this policy in line with its annual cycle of review.