



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E Junior & Infant School

Computing Policy

September 2025

Computing Vision (Intent)

At Badsworth C of E Junior and Infant School, our progressive curriculum continually builds on prior learning and knowledge to consolidate previous skills and deepen pupil's understanding of Computing. A fundamental value taught throughout children's learning journey is online safety including how to use technology safely, respectfully and responsibly. Computing education should also equip pupils to use computational thinking and creativity to understand and change the world. Our teaching encompasses three main strands of teaching (computer science, information technology and digital literacy) and, as such, pupils should leave Badsworth C of E Junior and Infant School as active and conscientious participants of an increasingly digital world. More details about our vision for Computing can be found by reading the Computing Curriculum Statement on the school website.

Teaching and Learning (Implementation)

The National Curriculum for Computing aims to ensure that all 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 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
- are responsible, competent, confident and creative users of information and communication technology.

At Badsworth C of E Junior and Infant School, these main aims will be explicitly taught in KS1 and KS2 through 3 main aspects. These are:

Computer Science - pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Information Technology - building on their knowledge and understanding of Computer Science, pupils are equipped to use and create programs, systems and a range of content.

Digital Literacy - pupils become digitally literate by being able to use, and express themselves and develop their ideas through, information and communication technology

The children will:

- Use their own initiative, imagination, reasoning and investigative skills
- Appreciate the relevance of Computing in society
- Recognise that Computing is an essential tool for learning, while also being aware of its limitations
- Know that Computing is used for a variety of different purposes
- Be able to use the correct terminology and technological language and conventions

- Be taught the correct usage of all Computing equipment (see Health and Safety, Online Safety and Internet Use Policy)
- Use Computing in co-operation and collaboration with others

Teaching and Learning (Implementation)

For KS1 & 2, progression grids have been created to show how children will build on prior learning as they move through school. This shows the things they should know and remember each year as well as the skills they will demonstrate. It allows children to gain a deeper understanding and continue to develop their skills at a higher level. This can be seen in more detail on the progression grids on the Computing page of the school website.

It is important in EYFS to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Early years learning environments should feature computing scenarios based on experience in the real world, such as role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. Recording devices can also support children to develop their communication skills. Despite the fact that Computing is no longer a part of the EYFS framework, a variety of technology-based activities will be offered throughout children's time in EYFS which replaces an explicitly or discretely taught Computing lessons.

At Badsworth C of E Junior and Infant School we intend to embed deep links with Computing across a variety of curriculum subjects, in particular maths, science and DT. Across the curriculum, teachers provide pupils with opportunities to enrich and deepen learning, using cross-curricular approaches where possible. This ensures that Computing objectives are taught and full coverage of the relevant curriculum is achieved. Teachers are also encouraged to utilise technology in other curriculum areas to support the teaching of non-Computing objectives. Technology is a powerful and useful tool which children are becoming more familiar with as a means to research and present their work in various ways.

To enhance cultural capital in this curriculum area, children always take part in our annual Safer Internet Day which is a whole school event. Other opportunities for event days are also planned as appropriate which may include visitors in school or trips.

Assessment and Reporting (Impact)

Teachers are continually assessing children's Computing knowledge, understanding and skills against the school's knowledge and skills grids based on the National Curriculum. Assessment opportunities are identified within the *Teach Computing Scheme of Work* materials and teacher's MTP. Staff use these to complete the Computing Assessment Grids, which are updated and maintained through the school year. No formal assessment of Computing takes place in EYFS.

The work the children complete serves as a record for each unit. This can be seen on Google Classroom or the children's own folders on the school system. Children leave Badsworth C of E Junior and Infant School being able to confidently use a wide range of hardware and software by applying their computational thinking. On-going short-term assessments are made against the lesson objectives drawn from medium term plans.

Parents meetings are held twice a year and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in foundation subjects such as Computing is formally reported to parents.

Inclusion

Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth, we teach computing to all children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their computing capability. We provide learning opportunities that are matched to the specific needs of the child.

Equal access is given to all pupils from Foundation Stage through to Year 6. There is a Chromebook in each classroom at all times and at least 1 trolley of Chromebooks in each building which teachers access as and when they need. Sessions for additional Chromebooks can be booked each week using the timetable in the staffroom. Teachers are asked to add their year group and date to the timetable in order to facilitate this. They are also asked to remove their booking once it has occurred.

When planning work in Computing, we consider any targets on SEND children's SMTLP, MSP or EHCP to facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children as appropriate. Modifications can also be made to resources and equipment as following consultation with outside agencies.

We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups by:

- Ensuring that all children follow the scheme of learning for Computing
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased
- Providing opportunities for our children who do not have access at home to use the school computers/Internet to develop independent learning
- Providing suitable challenges for more able children, as well as support for those who have emerging needs
- Responding to the diversity of children's social, cultural and ethnographical backgrounds
- Overcoming barriers to learning through the use of assessment and additional support
- Supporting communication or language difficulties by developing computing skills through the use of all their individual senses and strengths
- Supporting behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours

Safe Practice

A fundamental value that is taught throughout children's learning journey is online safety. Children at Badsworth C of E Junior and Infant School are taught how to use technology safely, respectfully and responsibly. They are taught to recognise acceptable and unacceptable behaviour and identify a range of ways to report concerns about content. Some key aspects of online safety in our school are:

- Online safety is explicitly taught through our PSHE Association scheme. This is then reinforced in Computing lessons and whenever technology is used.
- Every half term, our children's safeguarding policy is recapped and reinforced which includes online safety
- Pupils and all stakeholders sign an Acceptable Use Policy annually
- Our computing safety rules are set as the desktop background on all devices to remind the children about key points of the agreement they signed
- As a school, we support the international Safer Internet Day each February

Further details about online safety can be found in our Online Safety Policy that details how the principles of online safety will be promoted and monitored both in school and at home.

Planning

In EYFS, as Computing has been removed from the EYFS framework, it is not taught discretely as a subject on its own now, but rather experienced throughout the year via various technology-based toys such as BeeBots and games on Chromebooks. These activities will be supported by an adult who will facilitate exploration and encourage the use of correct Computing language at these times.

Our teaching of Computing in KS1/KS2 is based on the *Teach Computing Scheme of Work*, which meets all the National Curriculum (NC) Programmes of Study (PoS) for Key Stages 1 and 2 (see Appendix 2). Using these schemes, a LTP has been created where units in the schemes have been matched up to the half-termly themes

taught in each class. This ensure, wherever possible, Computing learning is linked with other learning across the curriculum to make learning more relevant.

The Computing Subject Leader monitors the coverage of medium-term plans (MTP) to ensure that the required units are taught each year. This includes ensuring that coverage of online safety elements of each unit are taught appropriately. Teachers also plan for use of technology across the curriculum to make effective cross-curricular links where the children can embed their Computing knowledge and skills.

Management and Organisation

Role of the Computing Subject Leader:

The Computing Subject Leader is responsible for the implementation of this Computing policy and providing professional leadership and management of Computing within the school. Their role is to:

- Talking to Children sessions to gain an insight about what the children have done
- Maintain resources and advise staff on the use of digital tools, technologies and resources
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progression in Computing, looking at examples of work of different abilities
- Keep up-to-date with new technological developments and communicate information and developments with colleagues
- Attend appropriate training and disseminate amongst staff as appropriate
- Lead staff training on new initiatives
- Liaising with the Computing Link Governor
- Procuring, auditing and arranging installation of hardware and software (curriculum based only)
- 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

Role of Governors

All governors are interested in the development of Computing to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of Computing on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors' meetings to explain changes made within their subject.

Review Date: September 2026