



Computing Policy

Our school helps us to walk with Jesus to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship and co-operation to help us flourish academically, emotionally and spiritually.

"I can do all things through Christ, who strengthens me."

Philippians 4:13

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn**, grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our Design Technology curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development & ensuring progression;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.
- advising colleagues on planning, delivering and assessing Computing

The Role of the Head teacher

- ensuring the consistent implementation of Computing policy
- ensuring continuity between year groups
- overseeing health and safety policy and practice
- resources budget management
- arranging in-service support
- Leading the development and implementation of the school's e-safety policy in line with other Child Protection policies

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;

- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader

Introduction

At Baxenden St John's we aim to '*be the best that we can be*' and to 'create a shared ethos of endeavour, friendship and cooperation to help us flourish academically, emotionally and spiritually'. This policy sets out our school's vision, aims, principles and strategies for the delivery of Computing and the use of technology to support the curriculum.

The policy was written in September 2025. Sections of the text have been drawn together from a variety of sources including the [National Curriculum for Computing \(England\)](#), the [Computing at Schools Guide for Primary Teachers](#) and archived BECTA materials.

These have been further developed by [The ICT Service, Cambridgeshire](#).

What is 'Computing'?

The National Curriculum Purpose of Study states that:

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Whilst the Computing Curriculum has an increased focus on Computer Science including developing pupils' programming skills and their understanding of what happens 'behind the scenes', it is important that they also continue to develop their Digital Literacy and e-safety capability and our school curriculum is designed to reflect this.

Intent

The computing curriculum at Baxenden St John's teaches children to be logical, to reason, solve problems and to communicate their ideas through a variety of media platforms as contributors and participants in a digital world. Our pupils explore abstraction, logic, algorithms, and data representation to become responsible, competent, confident and creative users of technology. In doing so, we believe that our pupils can use computational thinking and creativity to understand and change the world, drawing upon skills from mathematics, science and design technology.

Moreover, in an ever-increasing technological age, we want our pupils to be robust in their approach of being able to create and evaluate online content, whilst understanding the pressures and responsibility of navigating the online world in a safe manner. 'Online Safety' is the foundation on which we build the rest of our Computing knowledge and curriculum.

Implementation

As a school, we embrace the national vision for Computing and appreciate that, to achieve this, pupils must have access to a curriculum which is 'balanced and broadly based'.

Our aim is to produce learners who are confident, discerning and effective users of technology and who also have a good understanding of computers and how computer systems work, and how they are designed and programmed.

We strive to achieve this aim by:

- supporting all children in using technology with purpose and enjoyment
- Meeting, and building on the minimum requirement set out in the National Curriculum as fully as possible and helping all children to achieve the highest possible standards of achievement
- Helping all children to develop the underlying skills and capability which is essential to developing Computing capability (such as problem solving, perseverance, learning from mistakes) and apply them elsewhere
- helping all children to develop the necessary skills to exploit the potential of technology and to become autonomous and discerning users
- helping all children to evaluate the benefits and risks of technology, its impact on society and how to manage their use of it safely and respectfully.
- using technology to develop partnerships beyond the school
- celebrating success in the use of technology.

At Baxenden St John's, teachers are encouraged to progressively develop pupils' Computing skills and capability through discrete learning opportunities, and to exploit this capability as a tool to support objectives in other curriculum areas meaningfully. These links include, but are not limited to, the use of a range digital devices in a wide range of contexts. Both plugged and unplugged learning opportunities are planned to support pupils' understanding of the underlying concepts in Computing. These opportunities may well be presented within other subject areas (e.g. sequencing instructions in English, problems solving in Maths or isolating variables in Science).

In this way Computing and the use of technology become integrated into the curriculum and are used as a truly beneficial tool for learning.

At Key Stages 1 and 2, the planning, organisation and delivery of the Computing curriculum is supported by [NCCCE \(National Centre for Computing Education\)](#) which is funded by the Department for Education. In the EYFS, opportunities for the use of technology are an integral part of each area of learning and the school ensures that children have access to both continuous and enhanced provision. Links are made between the EYFS 'Development Matters' and the Y1 curriculum to ensure a smooth transition takes place.

At Key Stages 1 and 2 the school's Computing curriculum is organised into the following aspects:

- Computing Systems and Networks
- Creating Media
- Data and Information
- Programming
- Online Safety

These themes are mapped in a long-term plan for the whole school, with each year group accessing the same aspect of the curriculum where possible. For example, Year 1 through to Year 6 will all study Computing Systems and Networks in the Autumn term. However, this may vary depending on the context of the cohort.

Online Safety continues to be an integral part of our Computing Curriculum and is continually taught throughout the year. At Baxenden St John's, we use ['Switched On Online Safety'](#) to support our teaching. At the start of each year, every class discuss the importance of safe and acceptable use of using the internet and equipment safely and sign an 'Acceptable User Policy' with their school diaries as an agreement for their conduct, which is signed and supported by parents.

Safeguarding Children: Online Safety

At Baxenden St John's Primary School, we believe that the use of technology in schools brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively. The use of these exciting and innovative technology tools in school and at home has been shown to raise educational standards and promote pupil achievement. Yet at the same time we recognise that the use of these technologies can put young people at risk within and outside the school.

The school has developed separate policies (Online Safety Policy, Anti-bullying Policy and Behaviour Policy) which details our approach to online safety and safeguarding children and staff when using technology both within and beyond the school. This includes reference to the online safety elements of the National Curriculum for Computing and the statutory Relationships and Health Education curriculum. It takes into account the government's '[Teaching online safety in schools](#)' guidance.

As part of our approach to Online Safety, we work to provide sessions for all parents, staff, governors and pupils with up-to-date knowledge and guidance on how to stay safe when online and using technology.

Alongside this, an Online Safety group, led by the Headteacher, Miss Harris (Computing Subject Leader) and attended by representatives from the school and governing body to discuss any matters and measure progress against our online safety review tool [360 Degree Safe](#).

Teaching and Learning Approaches

When delivering the National Curriculum for Computing, teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning approach for the class, groups of pupils or individual pupils.

Approaches and strategies used may include:

- an 'unplugged' approach to develop their understanding of some of the underlying concepts of Computer Science
- 'plugged' activities which allow pupils to practise and demonstrate their levels of understanding.
- using presentation technology to demonstrate something to a group of pupils or the whole class
- leading a group or class discussion about the benefits and risks of technology
- individual, paired and collaborative group work
- pupil led demonstrations / peer mentoring. NB - Where one pupil is used to demonstrate or teach a skill to others, the teacher must feel confident that this is of benefit to all those involved.
- teacher intervention where appropriate to support a pupil, reinforce an idea, teach a new point or challenge pupils' thinking.

Access and Inclusion

Each pupil's access to technology varies greatly dependent on the nature of the activity they are involved in (e.g. some activities benefit from prolonged access to a computer whilst others are best served with brief access to a digital device for a focussed purpose). However, on average, pupils have an hour allocated to Computing each week using a mixture of unplugged activities and the following technology:

- Laptops
- iPads
- Beebots
- Micro bits

In addition to discrete Computing sessions, opportunities to develop and extend Computing capability are provided in other curriculum areas and technology is used to support most other subject areas.

All children have equality of access to appropriate technology in order to develop their personal Computing capability. When children are working in groups, we endeavour to ensure that their hands-on experience is equitable. We check resources, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

The SEND lead and Computing Subject Leader jointly advise teachers on examples of technology which can be provided to support individual children with particular physical, linguistic and educational needs, including gifted and talented pupils. Where appropriate, an external specialist is used to assess a child's specific needs.

Children with access to technology at home are encouraged to use it for educational benefit and online safety guidance is offered to both pupils and parents where appropriate. The school has identified those pupils who have limited or no access to appropriate technology outside of school and provide additional opportunities for these pupils to gain access during the school day / after school.

Extended Opportunities for Learning

The school uses a variety of online tools and environments to extend learning opportunities beyond the classroom. In addition to facilitating remote learning (see separate policy), our online learning tools allow pupils to access learning materials and tools anytime and anywhere and provide channels of communication to both adults and children alike and break down barriers to learning. Our online learning tools are also used to teach children the skills and capabilities they need to stay safe and well in the digital world.

Other examples of Extended Opportunities for Learning at Baxenden St John's Primary School include:

- Computing & Digital Technologies Club
- Parental online safety events
- Lego Computer Science Workshops
- Support from local police
- Seesaw
- Spelling Shed
- TT Rockstars

Monitoring

The Computing Subject Leader follows a systematic and regular programme of evaluation and monitoring of the Computing curriculum, across the school. This is so that she/he can monitor the quality of education being provided to all pupils, including:

- Checking that the school's curriculum 'Implementation' matches its 'Intent'
- Evaluating the success (or otherwise) of curriculum planning and delivery
- Having an awareness of impact and be able to demonstrate progression and attainment
- Having an overview of resource and staff training needs

Monitoring is completed via a variety of methods including:

- Observations
- Work scrutinies
- Gathering information from observations of other subjects
- Pupil interviews / pupils voice
- Staff interviews / feedback

As a result of monitoring, appropriate CPD opportunities are provided for staff on an individual, group and whole school basis. A record of these opportunities is kept by the Subject Leader and individual members of staff.

Recording and Assessment

Assessment of the Computing curriculum is carried out in accordance with the advice provided by the Key Learning in Computing documents supported by Lancashire County Council.

We (will) ensure that:

- appropriate Assessment for Learning approaches are applied to formative assessment in order to inform future planning
- pupils' achievement and attainment is assessed and recorded on at least an annual basis
- pupils' achievement and attainment is measured against the relevant National Curriculum requirements at the end of each Key Stage and reported according to government guidelines (including statutory requirements for reporting to parents)

Pupils may record their work by saving it into their digital folder or through the online platform, Seesaw. Each pupil also has a folder to display any 'unplugged' work and samples of 'plugged' work that they may produce which can show progression throughout a unit.

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.

Cables - Are covered and secure. Children are not to connect or unplug electrical equipment.

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.

Monitoring and evaluating the policy process

The SLT and Online Safety Committee will monitor the policy and check its review, reporting to the FGB. SLT and all teaching and non-teaching staff will be responsible for the implementation of the policy.

This policy will be read in conjunction with (not an exhaustive list):

Safeguarding Policy

Online safety Policy

Behaviour Policy

Equality Statement and Objectives

SEN policy

