



Edward Francis

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EDWARD FRANCIS PRIMARY **SCHOOL**

COMPUTING POLICY

THIS ISSUE – March 2026

CHANGES FROM PREVIOUS VERSION:

- Various minor changes

INTENT

We believe that the pupils of Edward Francis Primary School must be able to recognise, understand and adapt to a 21st century society which is served by an ever-increasing use of technology. To enable pupils to prepare for this, we believe that they must have high quality, equal and appropriate access to computing resources and teaching throughout their school life.

Aims

- To develop confident, independent, discerning, safe, responsible users of technology, with transferable skills.
- To promote the development of computing skills in all pupils in accordance with their individual capabilities, aiming to achieve the expectations of computing knowledge, skills and understanding, as outlined in the National Curriculum.
- To enhance and transform teaching and learning across the curriculum through the use of technology.
- To take into account the issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning.
- To promote learning opportunities which conform to the National Curriculum computing guidelines, whilst following an up-to-date scheme of work, enabling continuity and progression of computing capability through a broad range of technological experiences.
- To ensure the health and safety of the pupils of this school with regard to using computing and when having access to the wider world.

IMPLEMENTATION

This strategy is written to reflect a practical approach to implementing the school's policy statements. Monitoring is undertaken regularly to include:

- Pupils' progress and continuity
- Staff training needs
- Resourcing
- Schemes of work
- Current assessment, recording and reporting procedures
- Liaison

This will lead to the following year's action plan where the intention is to:

- Build on the previous year's achievements.
- Strengthen those aspects of computing capability, which were found to be weak.
- Extend the computing themes to include new computing capabilities in the schemes of work.
- Include targets and outcomes that are consistent with national expectations.

Progress and continuity

- The schemes of work used in EYFS, KS1 and KS2 are designed with the computing aspects clearly identified.
- Within the teaching of computing, each pupil will be introduced to the basic computing skills required to effectively complete age-appropriate tasks/units. In addition, teachers will provide thoughtful/inspiring tasks to give more meaning to the use of technology in the school (integrating cross-curricular links where possible).
- Staff/pupils will use computing to enhance and transform the wider curriculum.

- Supervision in the classroom with technology must be appropriate to the children's needs and abilities. It is recommended that primary-aged pupils should always be supervised by a member of staff. Internet searches and online activity with KS1 children should be pre-checked and teacher led. Popular search engines (e.g. Google) should be used by KS2 pupils but appropriate websites can be suggested; if openly searching, searches should be modeled by the teacher and some websites focused on and discussed for appropriateness/ reliability etc.
- Staff must fully evaluate websites (including videos from Youtube etc) that they/the children will access shortly before classroom use, being aware that websites, search results etc. may be safe and appropriate one day but unsafe a day later. All members of the school community are made aware that filtering software is not always effective and cannot be relied on alone to safeguard children.
- Staff will use a range of teaching styles with computing when appropriate i.e. whole class, small group and individual use of computing equipment and where beneficial, more able pupils will be encouraged to train and assist their peers as 'Digital Leaders'.
- If possible, one device per child for computing tasks is preferred to give every child the same opportunities (unless undertaking a group project where children should be equally allocated roles).
- Provision will be made for differentiation in order to develop the potential of the computing capable child as well as that for the less able pupil. Children with Special Educational Needs and children with EAL should be appropriately supported according to their specific needs and their personal understanding of the e-Safety risks.
- The computing subject leader will meet regularly with staff to monitor and evaluate current computing practice within the school, including pupils' continuity and progress. From this, planning for future schemes of work and staff INSET will be undertaken.
- The staff will review both the provision of computing as a cross-curricular process and as a core subject within the National Curriculum.
- School/setting provided devices and tools should always be used (e.g. ipads, laptops etc.) rather than staff personally-owned equipment.

Training

There are four distinct areas for consideration which will be reviewed and acted upon on a regular basis (although these are often personalised to year groups or key stages as some skills/ program-knowledge is not required by all year groups).

- Curriculum training.
- Technical support and training for teachers. On induction to the school all new members of staff will be encouraged to develop their own confidence and competence in computing.
- Administrative user support.
- Management of computing within the classroom environment.

Resources

The effective use of computing within the curriculum requires that pupils have appropriate access to a range of computing equipment.

- It is proposed that equipment will be available to the pupils in a way that meets their curriculum needs.
- A variety of classroom management strategies may be used, including single computers in classrooms, clusters, whole-class use of laptops/mobile devices although if there are enough devices available for 1-to1, that is preferable.
- It is proposed to maintain and update the equipment as required and as specified in the school's financial development plan.

- Obsolete computer equipment is removed from the premises responsibly.
- As a school, we will develop pupils' access to electronic communications resources over a period of time alongside e-safety discussions to encourage responsible use.
- A risk assessment will be completed for any new communication tools/sites/technologies prior to their use in the classroom as part of their legal duty of care towards pupils.

Management

The school will ensure that:

- A complementary strategy will be in place for the use of computing in administration and the curriculum. This does not mean that systems are required to be identical or share software platforms. However, care must be taken to ensure best value for money in the purchase of computing resources.
- Areas of administration and management information processes that may be enhanced further by the appropriate use of computing will be identified. This will include areas such as use of secure electronic mail and secure file transfer facilities.
- The computing co-ordinator will oversee the development of all curriculum aspects for computing.
- Planning will indicate how staff will be supported in response to the dynamic nature of computing and the increasing range of opportunities and applications for its use across the curriculum.
- There is clear guidance for supervising and monitoring Internet users. Suitable systems will be employed compliant with authority guidelines when accessing the Internet or using Electronic Mail. The authority will ensure that the Internet service provider offers protection to pupils and staff from the unsuitable material present on the Internet.
- It ensures virus protection for all systems, both for curriculum and administration.

IMPACT

The following strategies are in place:

- The schemes of work identify clear opportunities for the monitoring and recording of pupils' progress and examples of this will be placed on each year group's blog page.
- A clear recording mechanism is in place for each year group (foundation stage assessment sheet) assessing each computing unit separately.
- Schemes of work include related tasks that assist the teacher to assess the pupils' computing capabilities, as well as opportunities for the pupils themselves to reflect on their experiences with the technologies, once the task is complete.
- Differentiated opportunities/ assessment will be provided for pupils with high levels of computing capability, or special needs.
- Parents will receive relevant feedback on their children's progress in parents meetings and computing will be reported on in the pupil's end of year reports.