

St Edward's Catholic Primary School

Computing Policy



School Mission Statement

Achieve in God's Love

**St Edward's Catholic Primary School is
at the heart of a community rooted in its
core values. Our children, by their actions
grow in the image of God.**

Headteacher: Mr. S Atkinson

Assistant Headteacher (Computing Lead): Mr. A Tickner

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Rationale:

This policy sets out St Edward's Catholic Primary School's aims, vision, and strategies for the effective delivery of Computing across the school. It outlines how Computing supports the wider curriculum, contributes to pupils' digital literacy, and prepares them to thrive in an increasingly digital world. The policy should be read alongside other key school policies, including Child Protection & Safeguarding, Teaching & Learning, SEND and Online Safety.

The Computing curriculum at St Edward's Catholic Primary School is designed to give pupils the knowledge, skills, and understanding needed to use technology safely, creatively, and effectively. It aligns with the National Curriculum for Computing, covering the three key strands of Computer Science, Information Technology, and Digital Literacy. Given the rapid pace of technological change and emerging online trends, this policy will be reviewed annually at the start of each academic cycle, or sooner if significant updates are required to reflect statutory guidance, safeguarding expectations, or school priorities.

Aims:

At St Edward's Catholic Primary School, we believe every child has the right to a curriculum that champions excellence and supports them in achieving their full potential. We recognise the immense value of technology in not only delivering the Computing curriculum but also in enriching the wider curriculum and the day-to-day life of our school. Technology plays a vital role in equipping pupils with the skills they need to thrive in an increasingly digital world.

We believe that effective use of technology can enhance collaboration, deepen conceptual understanding, improve engagement, provide access to rich and varied content, and enable greater inclusion by meeting the needs of all learners. Our approach to Computing is therefore ambitious, creative, and inclusive, ensuring that children are equipped with the skills, knowledge, and confidence to use technology responsibly and effectively throughout their lives.

Our Aims:

Our aims are to;

- Provide all pupils with a rich, relevant, and challenging Computing curriculum that inspires curiosity and creativity.
- Teach children to become responsible, respectful, and competent users of technology and to understand the wider implications of digital innovation, including governance, legislation, and the ethical use of data.
- Ensure pupils will be encouraged to use computational thinking both within and beyond Computing, applying it as a problem-solving approach across the curriculum
- Utilise computational thinking beyond the computing curriculum.

We want pupils to develop secure skills in using a range of high-quality hardware, software, and unplugged resources, and to be able to apply this knowledge creatively and imaginatively. This includes equipping children with the strategies they need to benefit from the online world while minimising risks to themselves and others. Through Online Safety education, they will learn to navigate the digital environment with confidence, scepticism, and resilience. We are committed to exceeding the minimum expectations of statutory requirements, drawing on government guidance for Computing and online safety. By doing

so, we aim to foster critical thinking, reflective learning, and a positive, proactive attitude to technology. Ultimately, our goal is to prepare pupils to make meaningful contributions in a society where technology is ever-changing, empowering them to be lifelong learners who can adapt to new opportunities and challenges.

Safeguarding: Online Safety:

Online safety has a high profile at St Edwards Catholic Primary School for all stakeholders, including all Designated Safeguarding Leads (Mr. A Tickner, Mr. S Atkinson, Mr. S Austin & Ms. C Finnigan) and members of our community. We are committed to ensuring that all stakeholders understand their roles in maintaining a safe digital environment and that the needs of our pupils are met through a comprehensive and proactive approach.

Our provision includes a relevant and up-to-date online safety curriculum that is progressive from Early Years through to Year 6. This curriculum is not only taught explicitly but is also threaded throughout other subject areas and embedded in the day-to-day experiences of our pupils, helping them to develop safe, responsible, and confident online behaviours.

Staff and governors receive regular, needs-based training to ensure they are confident in their understanding of current online safety challenges and that this knowledge directly benefits pupil outcomes. Pupil voice and surveys are used to identify strengths, highlight areas for development, and steer future training priorities.

Strong home–school links are central to our approach. Parents and carers are kept informed of relevant online safety matters through our #WakeUpWednesday approach, policy and updates through regular communication. They are provided with practical advice, signposted to appropriate resources, and encouraged to contact school staff if they have any concerns about their child’s online experiences.

Our Online Safety Policy, embedded within the wider Child Protection & Safeguarding Policy, outlines how monitoring is carried out and details the steps taken in the event of an incident or breach. Technical systems, including filtering and monitoring tools, are in place to provide secure online access across the school. These systems are regularly reviewed to ensure they are effective yet not overly restrictive, striking the right balance between safety and enabling learning. In addition, our data protection policies set out clear procedures for keeping personal and confidential information secure, in line with statutory requirements and best practice.

Child-on-Child Abuse:

For these purposes, Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on-child abuse can take various forms, including: serious bullying (including **cyber-bullying**), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time.

Cyber-Bullying:

As highlighted above, Cyber-bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group by using an electronic device (internet). Cyber-bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Twitter, Snapchat and Instagram to harass, threaten or intimidate someone for the reason stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003.

At St Edwards Catholic Primary School, we teach our children the importance of this topic through links within our RHE (Ten:Ten), Pol-Ed and Computing curriculum (Purple Mash). This is also a highlighted focus on the annual 'Internet Safety Day'. We educate our staff at St Edwards Catholic Primary School by notifying them of any changes to any policy regularly and updating them with any amendments from Keeping Children Safe in Education (in regards, Online Safety) during staff briefings, meetings and INSET days.

Topics around Cyber Bullying are also within our #WakeUpWednesday approach that is sent to all parents, every Wednesday.

If you believe that your child/ren is experiencing any of the problems stated above, please speak to a member of the **Senior Leadership Team (Mr. S Atkinson, Mr. A Tickner, Mr. S Austin or Mrs T Ryan)** or a **DSL (Mr. A Tickner, Mr. S Atkinson, Ms Finnigan or Mr. S Austin)**, immediately.

Principals of Teaching and Learning (Curriculum):

At St Edward's Catholic Primary School, we have chosen to follow the Purple Mash Computing Scheme. This carefully structured programme supports teachers in delivering fun, engaging, and challenging lessons that help raise standards and enable all pupils to achieve their full potential. The scheme not only meets but exceeds the expectations of the national curriculum for Computing, offering flexibility and strong cross-curricular links. It also provides high-quality supporting materials that build the confidence of all staff, including those less experienced in teaching Computing.

Early Years:

In the Early Years Foundation Stage (EYFS), we believe that Computing should be delivered through a broad, play-based experience across a variety of contexts. ICT scenarios are embedded into role play and everyday experiences, giving children the chance to make meaningful connections to the real world. Pupils gain confidence, fine motor control, and language skills through opportunities to explore technology such as interactive

whiteboards, tablets, and programmable toys. Outdoor learning is enriched with ICT tools like metal detectors, controllable traffic lights, and walkie-talkie sets, which encourage problem-solving and collaboration. Recording devices further support the development of communication skills, particularly for pupils with English as an additional language, enabling them to share their ideas and learning.

When children begin their journey through the computing curriculum, at St Edward's Catholic Primary School, all children in EYFS will have full access to Mini Mash.

Key Stage 1 Outcomes:

By the end of Key Stage 1, children will have a secure understanding of the fundamental concepts of Computing. They will begin to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Pupils will write, test, and debug simple programs and develop skills to organise, store, manipulate, and retrieve data in a variety of digital formats. They will also learn how to communicate safely and respectfully online, understanding the importance of keeping personal information private, and will be able to identify common uses of information technology beyond school.

Key Stage 2 Outcomes:

In Key Stage 2, pupils will build upon these foundations to develop greater independence, creativity, and critical thinking in their use of technology. They will design, write, and evaluate programs to accomplish specific goals, including the control or simulation of physical systems, and will solve increasingly complex problems by decomposing them into smaller, manageable parts. Pupils will confidently use sequence, selection, and repetition in programs, work with variables and various forms of input and output, and generate appropriate inputs and predicted outputs to test their programs. Logical reasoning will underpin their ability to explain how algorithms work, as well as to detect and correct errors in both algorithms and programs.

In addition, children will develop a secure understanding of computer networks, including the internet and its role in providing multiple services such as the World Wide Web. They will explore the opportunities networks and online platforms provide for communication, collaboration, and creativity, while being supported to engage with them safely and responsibly.

Assessment:

Each teacher will maintain a record of children's progress in acquiring basic computer skills. Assessment of ICT capability will be achieved by planning appropriate curriculum activities in line with the school's assessment objectives on FFT. Within the learning:

- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.

Summative assessment is carried out in line with the whole-school assessment cycle (on FFT). Teachers make judgements based on electronic work samples collected in computing lessons and through pupils' Purple Mash portfolios. Exemplary pieces are also shared with parents via the Class Dojo app, strengthening home-school links and enabling parents to engage with their child's progress.

Inclusion:

At St Edward's Catholic Primary School, we are committed to ensuring that every child can achieve their full potential in Computing, regardless of ability, social or cultural background, or language needs. This includes pupils with special educational needs and disabilities (SEND), pupils with English as an additional language (EAL), and any child requiring additional support.

We place particular emphasis on the flexibility that technology provides in enabling pupils to access learning opportunities. Assistive technologies, tailored software, and adaptive approaches are embedded to support pupils with specific needs. Where appropriate, additional access to devices is provided during the school day and, in some cases, beyond the school day to ensure equity of access and opportunity.

The SENCO (Mr. S Austin) and class teachers work collaboratively to adapt resources, curriculum content and teaching strategies so that all pupils can participate fully in Computing. We also recognise that some pupils, such as looked after children (LAC) or those with limited support networks outside school, may be more vulnerable online, and additional safeguarding measures are put in place to protect and guide them.

Monitoring, Evaluation and Feedback:

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Lead. At St Edwards Catholic Primary School, all teaching staff are expected to keep up-to-date with their class progress and celebrate work both in-school and with parents.

Monitoring will be achieved through:

- Work Scrutiny
- Learning Walks
- Pupil Voice
- Teacher Voice
- Reflective Teacher Feedback
- Learning Environment Monitoring
- Dedicated Computing Leader Time

Roles and Responsibilities:

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Headteacher

The Headteacher has overall responsibility for ensuring the Computing Policy and its associated policies, such as Child Protection and Safeguarding and SEND, are implemented effectively. Together with the Governing Body, the Headteacher ratifies the Computing Policy, Child Protection and Safeguarding Policy and the Computing Leader's Action Plan. They are responsible for securing appropriate technical support and infrastructure maintenance contracts, approving CPD and training in line with the school's development plan. The Headteacher works with the Computing Leader to create a long-term vision for Computing, including future resource planning and expenditure forecasts. They also monitor the performance of the Computing Leader in relation to their role description and ensure that all government legislation is being met.

Computing Lead

The Computing Leader is responsible for raising the profile of Computing across the school community. They monitor standards of teaching and learning, provide timely feedback to staff, and ensure that robust systems are in place. They report regularly to the Headteacher and staff, maintaining overall consistency in standards across the school. The Computing Leader audits staff CPD needs, provides day-to-day support, models effective practice, and shares innovative ideas and approaches. They keep up-to-date with national and local developments and attend any training. Action Plans for Computing are created by the Computing Lead and are in collaboration with the Headteacher, which may possibly feed into the School Development Plan.

Administration Staff

The Administration Staff play an important role in supporting Computing provision. They maintain up-to-date content on the school website, post approved updates to parents through our messaging channels, and assist with procurement of resources and technical services. They also support the ICT Support Team (BCTec) with data management where appropriate.

Health and Safety

At St Edward's Catholic Primary School, we take all necessary measures to ensure staff and pupils understand the importance of health and safety when using technology. Both staff and pupils are trained to handle electrical and digital equipment correctly, including safe procedures for powering devices on and off. Pupils are regularly reminded of the dangers associated with electricity and taught to recognise warning signs that indicate unsafe equipment or environments. Equipment is routinely checked to ensure it is safe to use, and any faults are reported immediately to the ICT support team, school caretaker or senior leadership team. Staff supervise the use of all equipment and ensure that health and safety procedures are consistently followed. Regular updates and refresher training are provided so that safety practices remain current and effective.