

Computing Policy

Overview

This policy for Computing teaching and learning is underpinned by the school's Curriculum Policy and by our commitment to the Harmony Curriculum. Computing is planned and taught so that pupils develop secure subject knowledge, digital literacy and safe, responsible use of technology, while also making meaningful links with wider enquiry-led learning. This policy should be read alongside the school's Safeguarding and Child Protection Policy 2026, Online Safety Policy, Acceptable Use Policy and wider curriculum documentation. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

Computing is an integral part of the National Curriculum and an essential skill for learning, life and future participation in a digital world. At Bridstow Primary School, we recognise that pupils are entitled to high-quality hardware, software and teaching that enables them to use technology creatively, safely and effectively. Through the Harmony Curriculum, Computing is taught both as a discrete subject and as a purposeful tool within meaningful enquiries, helping pupils to investigate, create, communicate, collaborate and solve problems in ways that connect with real-world learning.

1.2 Opportunities

Computing offers opportunities for children to:

- to deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way.
- understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Become responsible, competent, confident and creative users of information and communication technology.
- develop the confidence and capability to use ICT and computing throughout their later life.
- develop the understanding of how to use ICT and computing safely and responsibly.
- to respond to new developments in technology.

2) Organisation and Planning

2.1 Time allocation

Computing is taught regularly across the year through a balance of discrete teaching, focused skill development and meaningful cross-curricular application within Harmony enquiries. Teaching time is planned flexibly to ensure that pupils have sufficient opportunities to develop computer science,

information technology and digital literacy knowledge and skills. Where appropriate, content may be blocked to support coherence, depth and practical application, while ensuring that statutory National Curriculum requirements are fully covered across each key stage.

2.2 Planning

Planning for Computing now sits within the school's Harmony Curriculum approach. Teachers use the Harmony planning overview sequences as the starting point for long-term and medium-term curriculum design. These overviews provide a coherent sequence of enquiries linked to the principles of Harmony and support teachers to make meaningful connections between Computing and wider learning across the curriculum.

From these overview sequences, teachers create a bespoke approach to learning that reflects the needs of the class, the school context, pupils' prior learning and the opportunities within each enquiry. Computing objectives are mapped carefully against the National Curriculum programmes of study for Key Stage 1 and Key Stage 2 to ensure progression in computer science, information technology and digital literacy. Teachers identify where Computing should be taught discretely, where skills need to be revisited or practised, and where technology can be used purposefully to enhance enquiry-led learning. Planning also includes explicit opportunities to teach online safety, responsible technology use and safeguarding messages in line with Keeping Children Safe in Education 2026 and the school's Safeguarding and Child Protection Policy 2026.

2.3 Safety

- D&D network Solutions is responsible for regularly updating anti-virus software.
- Use of computing equipment will be in line with the school's Acceptable Use Policy, Online Safety Policy and Safeguarding and Child Protection Policy 2026. All staff must read and follow relevant safeguarding procedures and complete required annual confirmations and training.
- Children and parents sign a 'Responsible internet access and ICT use for pupils' form when they enter the school in EYFS.
- Parents will be made aware of the 'acceptable use policy' at school entry.
- All pupils and parents will be aware of the school rules for responsible use of ICT, computing, online technology and the internet, and will understand the consequences of misuse. Online safety education will reflect current statutory safeguarding expectations, including Keeping Children Safe in Education 2026.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all classroom and learning areas.
- The rules of e-safety are displayed where any child can access the internet. If a child breaks these rules, they will be denied internet access for a period of time after which the situation will be reviewed.

2.4 Management and organisation of resources

The school has the following ICT resources/assets – detail on how these are managed is also outlined in the list:

- a computer (linked to a touch-screen computer) available in every classroom and work space (inc intervention rooms) – these are managed by D&D Network Services
- laptop trolley containing 16 machines – these are managed by D&D network services

- Each class has a dedicated set of iPads available (inc interactive pens) – enough for 1 per pupil – these are managed using the MDM solution JAMF School

2.5 Health and safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. An electrical inspection is carried out in school every year by Cutters Electrical. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought into school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the computing technicians.

Additional H&S considerations:

- children should not put plugs into sockets or switch the sockets on.
- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- online safety guidance will be set out in the Online Safety Policy, Acceptable Use Policy and Safeguarding and Child Protection Policy 2026.

2.6 Parental involvement

Parents are encouraged to support pupils' development of computing skills and safe technology use at home, including through home-learning tasks, school communication and guidance shared via the school website. Parents will be made aware of key online safety expectations and encouraged to reinforce safe, respectful and responsible use of technology beyond school.

3) Links with other subjects and key competencies

Computing has clear links with many areas of the curriculum and is particularly important within a Harmony Curriculum because it enables pupils to investigate questions, gather and present information, model ideas, create digital outcomes and communicate learning for a range of audiences. Computing supports pupils to become thoughtful, capable and responsible users of technology, while also strengthening key competencies such as collaboration, creativity, problem solving, independence, critical thinking and communication. Teachers plan these links carefully so that technology is used purposefully and safely, and so that pupils continue to develop the knowledge, skills and understanding required by the National Curriculum.