The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth

Achieving Together for a Brighter Future

COMPUTING

A STATEMENT OF POLICY

Approved by	**CW/TG**
Portfolio	**Standards**
Approved on	**Autumn 2026**
Review date	**Autumn 2029**
Review Cycle	**3 Year**

Signed_____**Date**_____

September 2026

Computing Policy

Rationale

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.

- *National Curriculum 2014*

Being such a core part of everyday life, the National Curriculum for computing has been developed to equip children with the skills and understanding they'll need to safely use computers and other forms of technology. The Computing National Curriculum ensures that children become digitally literate, whilst expressing themselves and their ideas through information and communication technology.

Aims of Computing

Our computing provision aims to equip pupils with skills necessary to understand, access and be safety conscious in our modern technological world. They will harness computational thinking, becoming digitally literate; preparing them for their future careers within our increasingly technology-led global economy.

This links with the aims in the National Curriculum for computing that ensure all children:

- *can understand and apply the 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.*

Present resource provision

The schools have a range of i-Pads and Chromebooks.

In computing, as with all subjects, in order to develop the continuity and progression of teaching and learning, a balance between whole class, individual and group work, and direct teaching, pupil investigation and skills practice should be taught throughout the school according to the school's long-term planning.

Staff confidence and expertise will be developed if requested through training sessions provided by the computing Leader. Support will be given, where possible, with computing planning and teaching by the computing Leader.

Computing in EYFS uses technology and foundational computational thinking (e.g., directional language, cause and effect, play-based technology) to support the current EYFS statutory framework across wider learning goals using a range of appropriate hardware and software that is available to form part of their provision

Entitlement to the computing curriculum

All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. Where use of a school computer proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of these technologies. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work. This in turn can raise self-esteem.

Links to the school development plan

- The computing lead monitors the subject and develops its direction in the federation in both the short and long term.
- The computing lead produces an action plan that ensures the subject is constantly being improved on a yearly basis.
- An audit of resources is undertaken yearly to ensure that hardware and software are kept as up-to-date as possible and that obsolete or broken machines are scrapped or repaired.

Staff training

Needs will be met by:

- Auditing staff skills and confidence in the use of information technologies regularly;
- Arranging training for individuals as required;
- The computing co-ordinator should attend courses and support and train staff as far as possible.
- Annual e-safety training must be arranged and completed by all staff working with children
- All staff must be trained on professional conduct and safer working practices regarding technologies, including social media (Facebook, for example).

Health and Safety

- Children should not be responsible for moving heavy computing equipment around the school e.g. laptop trolleys.
- Food and drink should not be consumed near computing equipment.
- It is the responsibility of staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that their class or themselves leave the equipment clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter and monitor information (sending notifications to the school office of any misuse) but staff are advised to take great care on the content accessed by children and ultimately are responsible for information accessed by pupils.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The computing co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the computing curriculum. Meetings with subject co-ordinators will also ensure that the use of information technologies across the curriculum is planned for and evaluated.