MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL

COMPUTING POLICY

Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	09.05.24	Holly McGuire	New policy

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED

Review date: 09.05.2026

Overview

At Mickley Village Primary and Nursery School, we understand the importance of Computing in preparing our pupils for the digital world. Our computing curriculum is designed to equip our pupils with the knowledge and skills needed to succeed and thrive in an increasingly technology-driven society.

Intent

Our aim is for all children to:

- develop a deep understanding of key computing concepts;
- become digitally literate and competent users of technology who are able to use, express themselves and develop their ideas through information and communication technology;
- foster problem-solving and critical thinking skills through computing activities;
- understand how to navigate the online world safely and benefit from the many opportunities that technology can provide.

Implementation

We follow the scheme of work 'Teach Computing', which covers all subject content of the National Curriculum for Computing. The curriculum can be broken down into three strands: computer science, information technology and digital literacy.

Key Stage 1

Pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and understand that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2

Pupils will be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Early Years

Although computing is not a statutory part of the EYFS framework, we ensure that children of Reception age receive a broad, play-based experience of computing through the use of new technologies. To prepare the children for the computing curriculum in Key Stage 1, we use Barefoot Computing plans and resources within the Early Years provision, which is planned in throughout the year.

To view our whole school long-term overview for Computing, click here.

Impact

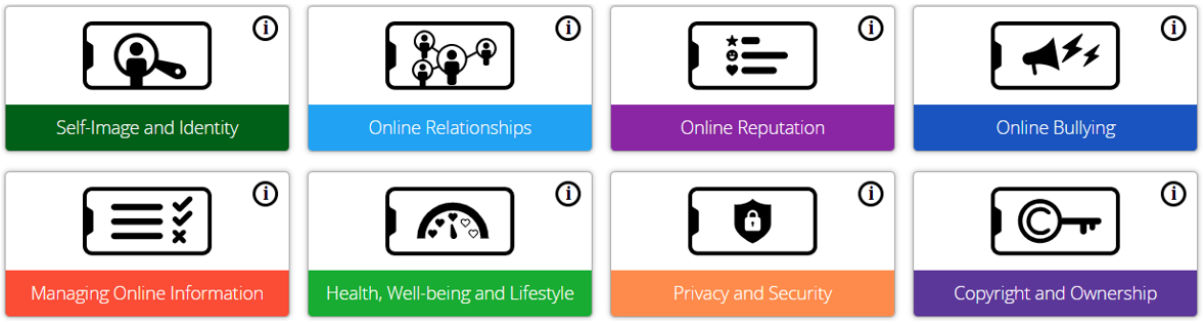
We encourage our children to enjoy and value the curriculum we deliver. We want them to discuss and appreciate the impact computing has on their learning, development and wellbeing. The quality of children's learning is evident on Seesaw, a digital platform where pupils can share and evaluate their own work, as well as their peers. Other work is recorded in children's books. Much of the subject-specific knowledge developed from our computing curriculum equips pupils with experiences which will benefit them in secondary school, further education and future workplaces. We want children to be confident in using technology, but also recognise the impact and implications it can have if used inappropriately.

Project Evolve

A key part of the computing curriculum is ensuring that children are accessing technology safely and responsibly. Children have the right to access online spaces safely and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage. Children develop this awareness and responsibility through the use of the 'Project Evolve – Education for a Connected World' framework. The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds confidence and creates a positive online environment.

Our Online Safety content is separated into eight strands which are taught throughout the year, from Reception to Year 6.

Project Evolve coverage:



To view our whole school overview for Project Evolve, click here.

Role of the Subject Leader

- To ensure consistency and progression in the teaching and delivery of Computing throughout school, including a progressive online safety programme;
- To work collaboratively with the SENDCo to ensure inclusion for all children;
- To ensure the school engages with events such as Safer Internet Day and National Coding Week.
- To work with the school's designated safeguarding leads and computer technician to ensure robust monitoring and filtering procedures are in place.
- To keep the headteacher and other stakeholders, such as parents, informed about the implementation of the primary computing curriculum.
- To keep up-to-date with new developments in computing and communicate such information and developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes.