



Computing Policy

Mickley Village Primary and Nursery School

Record of Policy Amendment/History:

Last reviewed	09.05.24 - New Policy
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Reviewed by	
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Mickley Village Primary and Nursery School

Computing Policy

Overview and Vision

At Mickley Village Primary and Nursery Academy we believe every child should be given the opportunity to develop life skills through computing. We want to prepare our children for a future that is being increasingly transformed by technology by ensuring that we equip children to solve problems in all areas of the curriculum using computational thinking. We will ensure children become computer literate by adapting the curriculum so that they can access the curriculum as fully and safely as possible.

We teach computing using Teach Computing and BareFoot Computing which provides a progressive scheme ensuring that knowledge and skills are built progressively. Internet safety is a key part of our curriculum to ensure that all children are aware of how to keep themselves and others safe online and how they can report anything that they are concerned about.

We use Project Evolve to teach the fundamental building blocks around the right sort of education needed for children's online development and wellbeing. Project Evolve resources are mapped across different strands, age groups and topics and they all work towards delivering focussed, accessible engagement that can be measured and used to deliver appropriate material that is relevant for the specific student group.

We have recently started a journey of the Computing Quality Framework (CQF) an exemplary computing provision for all children in school by improving our level of confidence in both teaching and leading computing.

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

Through our computing curriculum we aim to give our pupils:

- a curriculum that is ambitious for all pupils
- a curriculum that is coherently planned and sequenced (progression)
- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- a curriculum that is broad and balanced for all pupils

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. To prepare the children for the computing curriculum in Key Stage 1, in Reception we use Barefoot Computing plans and resources within the Early Years provision, which is planned in throughout the year.

Key Stage 1 and Key Stage 2

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.

Identifying which objectives relate to which strands of the Teach Computing Curriculum:

- How computers or systems work, programming or algorithms – Computer Science (CS)
- Using software – Information Technology (IT)
- The impact of computers – Digital Literacy (DL)

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 (CS)
- create and debug simple programs (CS)
- use logical reasoning to predict the behaviour of simple programs (CS)
- use technology purposefully to create, organise, store, manipulate and retrieve digital content (IT)
- recognise common uses of information technology beyond school (IT) (and also CS)
- 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 (DL)

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 (CS)
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web (CS); and the opportunities they offer for communication and collaboration (DL)
- use search technologies effectively (IT), appreciate how results are selected and ranked (CS), and be discerning in evaluating digital content (DL)
- 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 (IT)
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

Please find our whole school long-term overview for Computing, on our website.

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.

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessment is used to identify misconceptions early - for example, multiple-choice questions might be used to check pupils' understanding, with feedback immediately given using already prepared follow up questions.

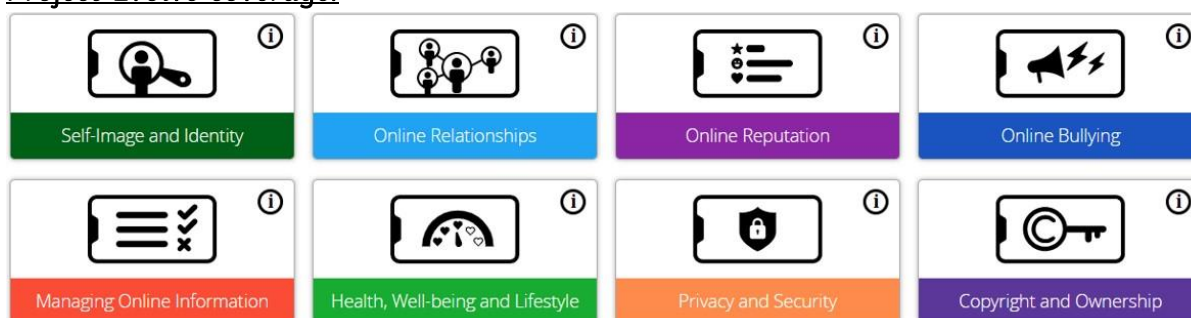
Summative assessment (assessment of learning) is usually at the end of a unit of work to measure pupil outcomes (e.g. graded test or quiz).

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, please see our website.

Measures to prevent bullying including cyber bullying

To effectively prevent bullying—including cyberbullying, prejudice-based, and discriminatory bullying at Mickley Village Primary and Nursery School we adopt a whole-school approach based on the information provided by the Department for Education (DfE).

Bullying is defined as repeated, intentional harm where there is an imbalance of power, and it can be physical, verbal, psychological, or online. Mickley Village Primary and Nursery School is legally required under the Education and Inspections Act 2006 to implement measures to promote good behaviour and prevent all forms of bullying, including those motivated by race, religion, gender, sexual orientation, disability, or other protected characteristics under the Equality Act 2010.

For cyberbullying, schools and parents must work together to educate children about responsible online behaviour, privacy settings, and how to report abuse. Parents and carers play a vital role in preventing bullying by maintaining open communication with their children and the school, monitoring online activity, and modelling respectful behaviour. If bullying occurs, they should document incidents and engage with the school's designated safeguarding leads, to help their child feel supported and safe. For further support please see: Advice for carers on Cyber Bullying: https://www.mickley-cnet.org/_site/data/files/users/96BBEOC32A6616F77924EB4986191E78.pdf .

Links with other School Policies/Statutory Documents and Guidance

- Antibullying policy
- Child Protection Policy
- Keeping Children Safe in Education (Safeguarding)
- Online safety
- SEND policy
- Staff Code of Conduct