A proud member of

Computing Policy

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	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

CONTENTS

1. Aims and Purpose
2. Supporting Legislation
3. How Computing is taught at Moorcroft Wood Academy
    a) Curriculum Intent
    b) Curriculum Implementation
    c) Curriculum Impact
4. Remote Learning Provision
5. Reviewing the quality of computing provision at Moorcroft Wood Academy
6. Roles and Responsibilities
7. Monitoring and Review
8. Linked Policies

1. Aims and Purpose

The use of computers and computer systems is an integral part of the National Curriculum, and knowing how they work is a key life skill. In an increasingly digital world, there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content.

At Moorcroft Wood Academy we want pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in pupil lives and we want all students to be able to thrive as responsible, digital citizens. We want pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. Through high-quality teaching and a knowledge rich curriculum, pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

The purpose of this policy is to state how the school intends to make this provision.

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for computing at Key Stage 1 and 2
- To respond to new developments in technology.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly.

2. Supporting Legislation

This policy has been written in response to *National Curriculum in England: framework for Key Stage 1 to 4 (2014)*. A copy of this document can be accessed by following the link below:

National Curriculum - Computing key stages 1 to 2 (publishing.service.gov.uk)

3. How Computing is Taught at Moorcroft Wood Academy

3a) Curriculum Intent

The computing curriculum at Moorcroft Wood is designed to allow all pupils access to the highest quality content, delivered by highly competent teachers, on up to date equipment. The curriculum will allow all pupils, regardless of ability, access to the skills development that will allow them to the gain knowledge and skills for success in life. This curriculum will have a particular focus on using Computing in 'real-life' scenarios, leading to the development of skills deemed useful for future learning and/or employment.

At Moorcroft Wood Academy, we us the Purple Mash resource as a whole-school scheme of work for Year 1 to Year 6 pupils. The Purple Mash scheme fully meets the objectives of the National Curriculum for

Computing and allows for clear progression in computing. Where possible the computing will be linked to the wider curriculum to allow deeper development of interconnectivity in the broader curriculum.

A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could create barriers to learning. This could include Gifted and talented (G&T) children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities, teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in accordance with the schools inclusive practice. These children should be identified and discussed at pupil progress meetings to ensure that appropriate provisions and/or interventions are implemented.

3b) Curriculum Implementation

Purple Mash is an online curriculum delivered at Moorcroft Wood via a range of laptops and Chromebooks. Each phase within school has access to a minimum of 30 laptops. The school has an extensive Wi-Fi network with access points in all classrooms. In addition, a class set of IPads can also be used to deliver the curriculum if needed.

The designed scheme of work can be assigned to year groups/classes and individual pupils as needed. Each area of computing has resources both for pupils and teaching staff, which are designed to convey specific subject knowledge at an appropriate level. Resources include; knowledge organisers, help sheets and videos. These are of particular interest to teachers with limited computing knowledge.

All lessons have clear objectives and success criteria which allows teaching staff to provide clear and timely feedback to pupils regardless of ability. The scheme of work is spiralled across the school allowing pupils to revisit and consolidate previous skills and knowledge.

Early Years

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as role-play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and 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.

By the end of key stage 2 pupils should be taught to:

- Design and write 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; generate appropriate inputs and predicted outputs to test programs
- Use logical reasoning to explain how a simple algorithm works 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
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

3c) Curriculum Impact

Assessment for and of learning will be an integral part of computing lessons as good practice. Teachers regularly assess progress through observations and evidence which is collected via Purple Mash. With all pupil data collected and collated by Purple Mash, teachers are able to assess and track the outcomes for their pupils.

Key objectives to be assessed are taken from the National Curriculum to assess computing each term. Assessing computing is an integral part of teaching & learning and key to good practice. Assessment should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. As assessment is part of the learning process, it is essential that pupils are closely involved. The majority of the assessment takes place as part of the teaching sequence with minimal additional work needed by the teacher. Additional activities (or ones already completed) can be assigned to individuals as needed.

Assessment of progress can be informally judged by the display of pupil's work across the school. Work samples will be periodically collected by the computing champion for quality assurance of assessment data.

4. Remote Learning Provision

All pupils have access to remote learning at Moorcroft Wood. Pupils in Reception to Year 6 have access to Google Classroom via a secure login. Moorcroft Wood has a Google domain only accessible to staff and pupils within this domain. Google Classroom is utilized to deliver online lessons, live lessons and Google Meets when required. For example; during an unforeseen closure.

In recent years there has been a boom in the education opportunities that are available online. We have bought into the following to give pupils safe access to online education opportunities outside of school. These are:

- Times Tables Rockstars
- Purple Mash
- Oxford Owl
- Reading Plus

Pupils have passwords that can be used to access these sites. Pupils are shown how to use them and how to keep their passwords safe from others.

5. Monitoring the Computing Provision at Moorcroft Wood academy

The Computing Subject Lead is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

We allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

6. Roles and Responsibilities

Head of School:

The Head of School is responsible for:

- Ensuring fair access to a broad and balanced curriculum as stated within *National Curriculum in England: Key Stage 1 to 4* (2014)
- Delegating budgetary responsibility to the identified subject leader.
- Identifying key school development actions, in conjunction with Senior Staff, and ensuring that this information is shared with all pertinent staff.
- Strategic budgetary planning based on information from subject leaders.

Subject Lead:

The Computing Subject Lead is responsible for:

- Offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of computing.
- Provide colleagues opportunities to observe good practice in the teaching of computing.
- Maintain resources and advise staff on the use of digital tools, technologies and resources. - Monitor classroom teaching or planning following the schools monitoring programme.
- Monitor the children's progression in computing, looking at examples of work of different abilities. - Manage the computing budget.
- Keep up-to-date with new technological developments and communicate information and developments with colleagues
- Lead staff training on new initiatives.
- Attend appropriate in-service training
- Have enthusiasm for computing and encourage staff to share this enthusiasm.

- Keep parents and governors informed on the implementation of computing in the school. - Liaise with all members of staff on how to reach and improve on agreed targets - Help staff to use assessment to inform future planning.

Teaching Staff:

Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning computing and using their knowledge, skills and understanding of computing across the curriculum. They will plan and deliver the requirements of the National Curriculum for Computing to the best of their ability. We set high expectations for our pupils and provide opportunities for all to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities, pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

The class teacher's role is a vital role in the development of computing throughout the school and will ensure continued progression in learning and understanding, and create effective learning environments.

The teaching staff will also:

- Secure pupil motivation and engagement
- Provide equality of opportunity using a range of teaching approaches and techniques
- Use appropriate assessment techniques and approaches
- Set suitable targets for learning as outlined in the inclusion policy.
- Maintain up to date assessment records (see policy document).

7. Monitoring and Review

The policy will be reviewed annually by the subject leader with the aim of meeting any new developments and initiatives both nationally and locally.

8. Linked Policies

- Assessment Policy
- E-safety Policy
- Inclusion Processes
- Safeguarding Policy