



South View Community Primary School

Computing Policy

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Purpose

This policy reflects the school's values and approach to computing education, grounded in the **National Centre for Computing Education (NCCE) Teach Computing Curriculum**. It outlines a framework for the teaching and learning of computing and its application across the curriculum.

This policy supports teachers and support staff in planning, delivering, and assessing computing, and should be read alongside the **Teach Computing** scheme of work, which details the progression and content for each year group.

This policy should be read in conjunction with SVCPS Online safety policy.

This document is intended for:

- All teaching staff and classroom support
- School governors
- Parents and carers
- Inspection teams

Aims

Computing is a foundational part of the national curriculum and a vital skill for future life and work. At South View, we deliver the NCCE Teach Computing Curriculum to ensure a high-quality, evidence-informed, and inclusive computing education for all pupils.

Our aims are to:

- Deliver a rich, relevant and coherent computing curriculum.
- Fulfil the statutory requirements of the National Curriculum.
- Use computing to support and enhance learning across the wider curriculum.
- Foster curiosity, creativity, and problem-solving through computing.
- Equip pupils to be responsible, competent, confident and creative users of technology.
- Embed a strong understanding of online safety.
- Prepare pupils for future learning and employment in a digital world.

Curriculum Overview

We follow the **Teach Computing Curriculum**, which:

- Covers all aspects of the National Curriculum through the strands of **Computer Science, Information Technology, and Digital Literacy**.
- Follows a spiral curriculum model: key concepts are revisited and built upon each year.

- Emphasises progression in **knowledge, skills, and understanding** through well-sequenced units.

Early Years Foundation Stage (EYFS)

While computing is not explicitly part of the EYFS statutory framework, pupils are given opportunities to explore technology in a play-based, cross-curricular way. This includes:

- Using programmable toys and real-world digital tools (e.g., walkie-talkies, sound buttons).
- Developing communication and language skills through digital media.
- Introducing basic digital citizenship concepts through age-appropriate online safety activities.

Rationale

We believe that by delivering computing through the **NCCE Teach Computing Curriculum**, we provide a high-quality, research-informed approach that enables all pupils to thrive in a digital world. This approach ensures:

1. **Immediate access to a broad and balanced computing curriculum**, underpinned by evidence-based pedagogy and regularly updated to reflect technological change.
2. **Structured, progressive learning** that presents core concepts in age-appropriate, meaningful contexts, enabling pupils to access, understand and use technology confidently and effectively.
3. **Engaging and stimulating activities** that build curiosity, creativity and resilience, helping to motivate and enthuse pupils.
4. **Clear lesson structures and consistent delivery**, helping pupils stay focused, retain key knowledge, and make sustained progress.
5. **Opportunities for collaboration and teamwork**, including pair programming and group tasks that reflect real-world computing practices.
6. **Inclusive and adaptable teaching resources**, designed to meet a wide range of learning needs, ensuring all pupils can access and succeed in computing.
7. **Strong preparation for secondary education**, by developing the computational thinking, digital literacy, and information technology skills needed for future learning and life.

Teaching and Learning

At South View Community Primary School, computing is taught using the **NCCE Teach Computing Curriculum**, which provides a consistent, well-sequenced, and inclusive framework for delivering computing lessons.

Teachers adapt and differentiate planning to meet the full range of needs in their class, including pupils requiring additional support, those working at age-related expectations, and those exceeding them. The curriculum's modular and spiral design allows key concepts to be revisited and deepened over time, enabling progression for all learners.

A wide range of evidence-informed teaching approaches are employed to ensure all pupils are appropriately challenged and supported:

- **Varied working arrangements:** Pupils may work independently, in pairs (e.g., pair programming), or in small groups, depending on the activity and learning goal.
- **Flexible pace:** Lessons are designed to accommodate different learning speeds, allowing time for reinforcement or extension as needed.
- **Adaptive groupings:** Group work may be based on mixed or similar ability to maximise engagement and peer support.
- **Scaffolded support:** Lessons include built-in scaffolds, such as guided instructions, unplugged activities, and extension tasks, to provide appropriate input for all learners.
- **Diverse outcomes:** Differentiated success criteria and open-ended challenges ensure pupils can demonstrate understanding at varying depths.

By using this structured yet adaptable approach, we ensure that every pupil has the opportunity to succeed in computing and build the knowledge and skills they need for the future.

Assessment

Assessment in computing is formative and ongoing, based on:

- Learning outcomes specified in the Teach Computing units
- Teacher observations
- Pupil work (digital and unplugged)
- End-of-unit reflections and quizzes

Assessment information informs planning and supports reporting to parents.

Monitoring and Evaluation

The Computing Subject Leader monitors the delivery and impact of the computing curriculum through:

- Pupil voice and work sampling
- Planning scrutiny
- Lesson observations and team-teaching
- Data analysis and feedback

Inclusion and Accessibility

All children, regardless of gender, background, or ability, have access to computing. We adapt teaching and resources to ensure:

- Inclusive practices for children with SEND
- Use of assistive technologies where appropriate
- Challenge and support for all learners

Use of the Internet in School

Access to the internet is an essential component of modern education and forms part of the statutory computing curriculum. At South View Community Primary School, pupils use the internet to support learning across all subjects, particularly within the **NCCE Teach Computing Curriculum**, which explicitly integrates online safety and digital literacy into every year group.

To ensure safe and responsible use, internet access in school is filtered and monitored through **Securely**, provided by **Ark ICT Solutions**. This system protects users from exposure to inappropriate, harmful, or extremist content, in accordance with safeguarding expectations and Prevent Duty guidance.

All pupils, staff, and visitors are required to follow the school's **Online Safety Policy** and **Acceptable Use Agreements**. These outline expected behaviours when using digital devices and accessing online content.

In line with the **Prevent Strategy**, staff are vigilant in monitoring online activity. If any member of staff, student, or visitor encounters unfiltered or potentially harmful content—including extremist material—they must report it immediately to a member of the **Senior Leadership Team**.

Online safety education is taught as an integral part of computing and PSHE, empowering pupils to recognise risk, make safe choices, and behave responsibly online, both in and out of school.

Resources and Infrastructure

- The school is committed to maintaining up-to-date and accessible digital resources.
- Devices include laptops, iPads, programmable devices, and peripherals.
- Staff receive CPD in computing, supported by the Subject Leader and external providers when needed.

Health and Safety

- Safe use of equipment and ergonomics are taught and modelled.
- Children are supervised when using devices and the internet.
- ICT hardware is maintained by Ark ICT Solutions.

Review

This policy will be reviewed annually or in response to curriculum changes or emerging technology and pedagogical developments.