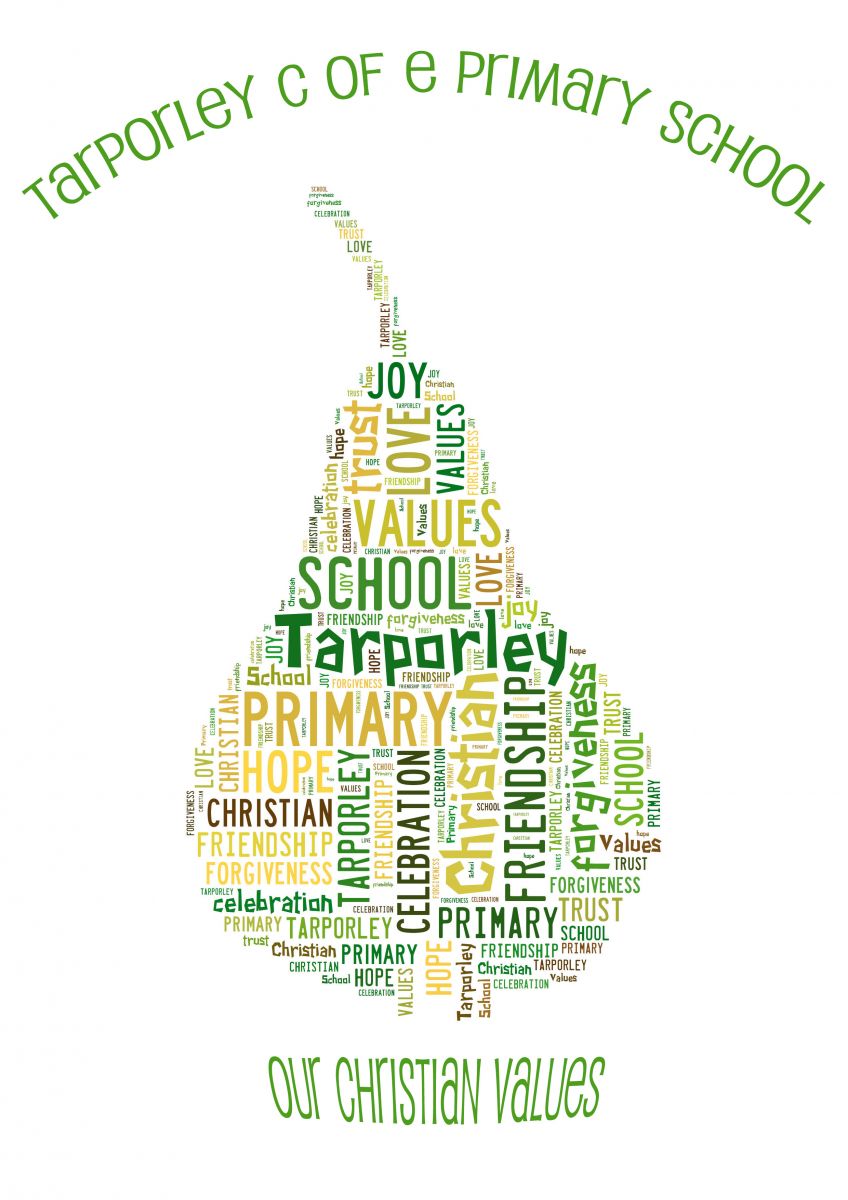
**TARPORLEY CE PRIMARY SCHOOL**



Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

Computing policy

Computing Policy

1 **Intent**

At Tarporley CE Primary School, our intention is to develop computational understanding and creativity. The subject of Computing will be taught explicitly as standalone lessons or as Computing lessons integrated with other curriculum subjects. We will teach across a two-year cycle in KS1, LKS2 and UKS2.

Our aim is that our pupils are able to use information and communication technology to express themselves and develop their ideas, enabling them to be prepared for the transition to high school and to become effective members of the digital community of the future. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners

Our curriculum is planned and delivered through our BOOKS approach. In order that all learners grow and reach their full potential, we want our Computing curriculum to:

Demonstrate BRAVERY

Be OUTWARD-FACING

Create memorable OPPORTUNITIES

Develop KNOWLEDGE and SKILLS

Nurture SPIRITUALITY

Our children begin learning skills relevant to computing in Early Years, such as fine motor skills, sequencing and being confident to try new activities. At the start of Key Stage One children will begin to learn Computing through Purplemash. Lessons are built on year-on-year through to the end of Year Six. Purplemash lessons provide a broad Computing curriculum that aims to cover the three key areas of the national curriculum: Computer Science, Information Technology and Digital Literacy. We also supplement the Computer Science strand by using physical computing units developed using Crumble and Microbit hardware. This is an ongoing part of curriculum development from 2025 onwards.

We will:

* Ensure children understand how to use technology safely, responsibly and respectfully through application of the Internet Policy.
* Create activities which allow for differentiation and extension of skills.
* Use Computing to develop speaking, listening and communication skills.
* Develop skills progressively throughout the year groups.
* Monitor and record children’s progress to sustain a high level of development.
* Integrate Computing within other subjects as well as teaching independent activities.
* Ensure high quality resources (hardware and software) are available to develop appropriate Computing skills.
* Celebrate achievement in Computing in accordance with the school’s Behaviour Policy.

**Implementation**

Computing is taught as standalone units or, wherever appropriate as integrated lessons with other curriculum areas. Prior learning for KS1 and above begins in EYFS and activities are designed to be enjoyable as well as broadening knowledge and understanding. Units taught are mapped to earlier and subsequent years to ensure progression of skills.

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Computing is usually taught as one unit per half term, although sometimes there may be two units per half term. Each unit has a progression of skills within in and gives children increasing independence in developing skills, knowledge and confidence. Application of skills learned is an integral part of activities and learning.

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The key knowledge and skills of each topic are mapped across each key stage. This ensures that children develop their knowledge of computer systems and networks, various forms of digital media, data and information, and programming, progressively throughout the whole school. Mixed-year planning means the balance of the three strands is appropriate across the two-year cycle but may differ in any one year. This is to ensure progression by the end of any two-year cycle. The association with a year group is based on assumptions of the average ability. Objectives can be used from earlier or later year groups according to the children’s skills and progress as assessed. Medium term plans for the Computing component of each unit are available through Purplemash. Specific lessons with detailed learning objectives are also contained within the Purplemash lesson planning section. The class teacher keeps these individual plans and they and the subject leader will use these to monitor teaching and learning. Discrete units will be detailed in a medium term plan. Where Computing is integrated with other subjects, this will be indicated in the lesson plan. Knowledge and skills are informed by and linked to achievement of key stage end points, as informed by the 2014 National Curriculum. Some units on Computer Science may be replaced by Crumble or Microbit units linked to other curriculum subjects. Computing objectives will align to the unit replaced.

​Throughout the Computing units taught in each year group, children learn to express themselves and develop their ideas. For example, when writing and presenting with digital publishing or exploring art and design using digital media. Physical computing encourages understanding of practical ways computer science can be used in real life applications. Children develop practical skills in the safe use of computers and the internet, and the ability to apply these skills to real-life scenarios. For example, understanding safe use of social media, applications and email, while raising awareness of malware, phishing and other vulnerabilities. We teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children are also taught to analyse problems in computational terms, and have practical and progressive experience of writing computer programs in order to solve such problems. We also teach a progression of computing vocabulary to support children in the development of their computing knowledge.

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Teaching and learning style

As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching is for individuals or groups of children to use technology independently.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

* setting common tasks which are open-ended and can have a variety of responses;
* setting tasks of increasing difficulty (not all children complete all tasks);
* grouping children by ability in the room and setting different tasks for each ability group;
* providing resources of different complexity that are matched to the ability of the child;
* using classroom assistants to support the work of individual children or groups of children.

Online safety is always taught explicitly in the Autumn Term at Tarporley CE Primary School. We understand that online safety concerns not only digital tools and spaces, but also behaviour. Where appropriate, online safety is reinforced within Computing lessons. In addition, online safety is taught through drama activities in annual workshops with an external provider, usually during the Spring term. In Key Stage Two, we also support online safety through the JSOs (Junior Safety Officers). Each year, the JSOs will run a competition on an aspect of online safety, which gives children another avenue for raising online safety concerns and sharing best practise to inform safeguarding practices.

Through curriculum activities, it is our aim to:

* model the principles of online safety,
* embed awareness of online safety principles for all children,
* create a culture that incorporates those principles across all elements of school life,
* review and adapt these principles as the culture develops.

We will encourage children to ask relevant questions of themselves and each other, such as:

* is this website/URL/email real and from a reliable source?
* What information am I being asked to share and why?
* If I agree to cookies, what does that mean?
* Who am I connected to and how do I verify identities?
* Why is someone sending/showing/asking me this?
* Is this fact of opinion?
* Do I need to tell someone about this?

We will involve the children in activities which align with and support the 8 strands of the Education in a Connected World (gov.uk) guidance. Staff are aware of the potential dangers to children posed by online activity, through the school’s Safeguarding Policy and subsequent training. Staff will identify harm and maintain safety in respect of online risks, in line with the procedures detailed in the Safeguarding Policy.

**Impact**

The implementation of this curriculum ensures that when children leave our school, they are safe, competent and creative users of technology. They will have developed skills of logic and reasoning, be able to express their creativity with a range of digital media and be equipped to apply their skills in programming to new challenges and opportunities. Our children will know the risks of using digital technology and will be able to use it safely, respectfully and positively. This is crucial in a world where technology and trends are rapidly evolving.

Assessment and recording: Teachers assess children’s work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher gives feedback as appropriate. Often, work is reviewed collectively so children can give and receive peer feedback, as well as teacher comments. This enables children to learn from each other. At the end of a unit of work the teacher makes a summary judgement about the work of each pupil in relation to the curriculum strand objectives. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year. Samples of children’s work are stored electronically but may also be shown through a range of media or printed, if appropriate.

Monitoring: The monitoring of the standards of the children’s work and of the quality of teaching in Computing is the responsibility of the subject leader. The Computing subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing subject leader will maintain a long term plan which will be reviewed as appropriate with the headteacher to determine areas for further improvement.

EYFS

Although Technology is no longer one of the Early Learning Goals, our curriculum has elements which prepare children for the KS1 National Curriculum in Computing. For example: children are exposed to physical technology and they cover internet safety through their Keeping Safe goal. Motor skills, following instructions and communication and language skills are also developed throughout a range of EYFS activities.

Teaching Computing to children with special needs

We teach Computing to all children, whatever their ability. This forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we take into account relevant targets in the children’s Child Profiles.

Review: July 2026