



# Weddington Primary School Computing policy

Approved by:

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Headteacher

Date:

Last reviewed on:

15.11.2025

Next review due by:



Mindfulness

Perseverance

Respect

Reflection

Truth

Aspiration

Inspiration

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## 1. Introduction

At Weddington Primary School, our vision is that all 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success. With new technologies continuing to emerge, evolve and gain prominence in our adult lives, we understand the immense value technology plays in supporting the computing and whole school curriculum; the day-to-day life of our school and in the future lives of our children. We therefore believe that every child has the right to access a computing curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities.

## 2. Aims

Weddington Primary School aims to:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils
- Enthuse and equip children with the capability to use technology throughout their lives
- Give children access to a variety of high-quality hardware, software and unplugged resources
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school
- Provide technology solutions for forging better home and school links
- Utilise computational thinking beyond the Computing curriculum
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).



### 3. Rationale

We believe that technology:

- Enhances collaborative learning opportunities
- Improves engagement and motivation of pupils
- Simplifies access to rich, up-to-date content
- Supports conceptual understanding of new concepts
- Supports the needs of all our pupils
- Prepares children for life in a technology rich world.

### 4. Legislation

This policy reflects:

- The National Curriculum programmes of study for Computing.
- The Special Educational Needs and Disabilities (SEND) Code of Practice (2015).
- The Equality Act 2010.
- The Department for Education's Governance Handbook.
- The Early Years Foundation Stage (EYFS) Statutory Framework.

This policy should also be read in conjunction with:

- Keeping Children Safe in Education (KCSIE) – statutory safeguarding guidance.
- Data Protection Act 2018 and UK GDPR expectations for the handling of digital data.
- The Data (Use and Access) Act 2025, which introduces updated requirements for data protection practices.
- The DfE Digital and Technology Standards for schools, including cyber-security standards.

Online safety, filtering, monitoring and safeguarding expectations are set out in the school's separate Online Safety Policy.



## 5. Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

### The Governing Board

- Monitoring the effectiveness of this policy and hold the headteacher to account for its implementation
- Ensuring robust framework is in place for setting curriculum priorities and aspirational targets.
- Ensuring sufficient teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Ensuring proper provision is made for pupils with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND).
- Monitoring the school's implementation of relevant statutory assessment arrangements.
- Actively participating in decision-making about the breadth and balance of the curriculum.
- Fulfilling its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- Ensuring the Computing Policy aligns with the school's Online Safety and Safeguarding policies.

### Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving Continuing Professional Development (CPD) and training which is in line with the whole school's strategic plan
- Approving budget bids and setting them
- Creating, in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources
- Monitoring the performance of the Computing Leader in respect to their specific job role description
- Ensuring any government legislation is being met
- Ensuring filtering and monitoring systems are functioning effectively.



## Computing Lead

- Raising the profile of Computing for all stakeholders
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development
- Ensuring assessment systems are in place for Computing
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff
- Auditing the needs of the staff in terms of training/CPD
- Actively supporting staff with their day-to-day practice
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives
- Attending training and keeping abreast with the latest educational technology initiatives
- Using nationally recognised standards to benchmark Computing
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan
- Supporting the administration and set-up of online services including the school website
- Procuring physical and online resources that demonstrate best value. Reviewing the Computing curriculum and developing it as needed
- Overseeing the effectiveness of the technician
- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

## Warwickshire ICTDS

- Conducting routine scheduled maintenance/updates on systems
- Fixing errors/issues with hardware and software set-up, prioritising as needed
- Providing school filtering, monitoring and virus protection
- Setting up new hardware and installations as required / requested
- Maintaining network connectivity and stability
- Supporting the Computing Lead and Head Teacher with future infrastructure needs and associated projected costs.

## Administration Staff

- Supporting procurement of resources and technical services
- Supporting the technician with some data management



## 6. Intent

### What do we want children to be able to learn?

Technology enhances collaborative learning opportunities, engages pupils, enables them to access rich content, supports conceptual understanding of new ideas and supports the needs of all pupils, regardless of ability. It is through the Weddington Computing curriculum, and the Purple Mash learning platform, that every child will learn how to safely and responsibly access the wealth of benefits afforded by technology.

### What do we want children to be able to do?

Children will be able to work confidently with computational terms and programming, use a variety of programs to achieve their goals and be able to use technology to communicate effectively. They will debug programs for control and simulation purposes; use sequence, selection and repetition in programs; work with variables and various forms of input and output devices and use logical reasoning to explain how some algorithms work. Children from Early Years Foundation Stage (EYFS) to Key Stage 2 (KS2) will be able to support their learning through internet research and present their findings in a variety of ways. Children will all know how to keep themselves safe as they navigate the digital world and will know what action to take if they become unsafe online. They will be able to apply their learning to a variety of real-life situations, using it to problem solve and achieve their aims.

### Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts.

We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language
- Explore their socially, culturally, technologically and ecologically diverse worlds through the use of both fiction and non-fiction texts.



## Key Stage 1 outcomes

Pupils will 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.

## Key Stage 2 outcomes

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.



## 7. Implementation

Pupils develop their knowledge and understanding of computing through both structured lessons and by selecting and using appropriate technology to support their learning in other curricular areas. To meet the needs of every pupil at Weddington Primary School, the following considerations are incorporated in to our teaching and learning:

### High expectations

We have high expectations of all of our pupils and encourage their curiosity, courageousness and confidence. By celebrating their achievements and efforts, we create positive and respectful learning environments where children can learn effectively.

### Purposeful

Learning equips our pupils with the tools they need for continued success in the real world. This is achieved by ensuring pupils are excited by their learning; understand its real-life relevance and value and have the ability and confidence to readily apply their learning and skills when the need arises.

### Planning

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 1 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers. Online safety curriculum elements are delivered in accordance with the school's Online Safety Policy.

### Adults working within school

All adults act as role models by taking pride and responsibility in their work. Their placement and support are considered and appropriate, ensuring the level of scaffolding and challenge is suited to the individual and whole class needs. Independence and peer collaboration is encouraged whenever possible.

### Differentiation

Teachers are aware of individual needs and abilities within their lessons and strategically plan activities across the ability range which is present. Ongoing monitoring and intervention at the point of learning ensures pupils are learning effectively, are motivated and make good progress.

### Speaking and listening and vocabulary

We understand the value of talk for learning. Teachers model and encourage use of subject-specific vocabulary; include plentiful opportunities for partner talk; paraphrase from teaching and learning materials and encourage extended responses, where pupils coherently explain their thought processes. As a result, learners gain confidence in their verbal ability and expand their knowledge of vocabulary.



## Problem solving

Pupils are regularly provided with problem solving tasks, which challenge them to apply their knowledge to the task at hand. These tasks are placed within real-world contexts to bring meaning and purpose to their learning.

## Questioning

Staff use open ended questions that appropriately scaffold learning and encourage discussion. Children are given time to consider the question they have been asked and have opportunity to speak with peers about possible answers and to explain how they arrived at their conclusion.

## Marking and feedback

Teachers actively monitor pupils' progress throughout lessons, enabling timely and constructive support and feedback to be offered. Additional feedback is provided post-lesson via digital comments on pupils' 'To Do' files. These comments give both praise for achievements and suggest areas for development. Teachers share examples of work with the class to celebrate achievements and exemplify solutions to set tasks. Throughout units of work, teacher's formative assessments, based on verbal contributions and completed work, are used to judge attainment, against [recognised national standards](#), as either working towards, at expected or greater depth. These judgements are recorded on Purple Mash.

## Early Years and Foundation Stage

Within EYFS, we recognise that all areas of learning and development are interconnected and important. Children are able to engage in a range of teacher and child led activity which support their knowledge of the world around them, including the various forms of technology that surrounds them and enriches their lives.

## Creativity and critical thinking

Through gradually reducing scaffolding of activities, children are encouraged to find their own solutions to the tasks required of them. This is achieved through collaborative talk and instilling in them the confidence and courage to 'have a go'. They understand that not finding the solution immediately aids their learning as, although they have not completed the task, they have still learned from their attempts.



## 8. Inclusion

At Weddington Primary School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

We will:

- Ensure teachers set high expectations for all pupils by planning challenging work for all groups, including:
  - More able pupils and those with SEN
  - Pupils with low prior attainment
  - Pupils from disadvantaged backgrounds
  - Pupils with English as an additional language (EAL).
- Ensure teachers plan lessons that enable pupils with Special Education Needs and Disabilities (SEND) to study every National Curriculum subject, wherever possible, and reduce any barriers that prevent every pupil achieving.
- Ensure teachers take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Statement of Equality Information and objectives, and in our SEND Policy and information report.

## 9. Artificial Intelligence (AI) for education

Weddington Primary School are aware that AI in education is a rapidly developing and expanding area that brings with it both benefits and risks. Therefore, to protect the interests, wellbeing and education of our children, we refer to the DfE's policy '[Generative artificial intelligence in education](#)' before using these platforms and programs with our learners. Furthermore, the school adheres to its AI policy when incorporating AI into planning, or teaching of, lessons. Any use of AI tools with pupils must comply with the school's Data Protection Policy.



## 10. Monitoring

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. However, all teachers are expected to keep an online portfolio or track children's work using Purple Mash. This portfolio must contain work samples from all areas of the curriculum taught for the year group.

Monitoring will be achieved through:

- Work scrutiny
- Learning Walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring
- Dedicated Computing Leader time.

## 11. Impact

The school implements a broad balanced and enriched Computing curriculum. As a result:

- Pupils develop detailed knowledge and skills across the Computing curriculum and, as a result, achieve well
- Our planning permits full coverage of the Computing curriculum is covered
- Pupils revisit concepts to clarify and concrete their understanding
- Pupils are seen to enjoy, and engage with, their computing lessons
- The sense of awe and wonder our pupils gain from their computing lessons leads to them being happy engaged learners who are eager to share their learning with adults, family and peers.
- Children confidently use appropriate vocabulary to articulate their learning
- Steady progression through the Key Stages ensures pupils are fully prepared for their next stage of learning
- Children are happy to collaborate with all of their peers in order to achieve a shared goal
- Our Weddy Graduates are prepared for life in a technology dominated wider world allowing them to integrate into modern British Society
- Children understand how to use technology safely and effectively for a range of purposes
- The computing curriculum being fully inclusive for all, pupils have time and opportunities to work alongside their class peers who may have learning and physical needs, this creates a strong sense of care and inclusivity.

