



COMPUTING POLICY



Approved by:

Approved on:

Last reviewed on:

Next review due by:

INTRODUCTION

Purpose

The purpose of this policy is to describe our practice in Computing and the principles upon which this is based.

Aims

Our work in Computing enables our pupils to become confident, responsible, and capable digital citizens who can apply their learning to all future experiences in a rapidly evolving technological world. The aims of Computing are:

- To provide pupils with access to high-quality teaching and learning opportunities using effective schemes such as Teach Computing and Common Sense Education.
- To develop pupils' skills in computational thinking, programming, creativity, and problem solving.
- To develop pupils' confidence in using a range of digital tools safely and effectively.
- To foster an interest in technology and the ways it can be used to support learning and communication.
- To ensure pupils understand how digital systems work and how technology impacts everyday life.
- To promote safe, responsible, and ethical use of technology, including understanding online safety, digital footprints, privacy, and respectful communication.
- To help pupils recognise and respond appropriately to online risks, and know how to seek support when needed.
- To encourage pupils to apply their computing skills across the curriculum and in real-world contexts.
- To lay firm foundations for future study and participation in a digital society.

Intent



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At Stonebridge Primary School, our intent is to develop pupils who are confident, creative, and responsible users of technology, equipped with the knowledge and skills they need to thrive in a digital world. Through the teaching of Computing, we inspire pupils to think computationally, solve problems, and design digital solutions with curiosity and ambition.

We follow the **Teach Computing** scheme to ensure pupils receive a well-sequenced and progressive curriculum that develops secure understanding in computational thinking, programming, and digital creativity. In addition, we use the **Common Sense Education** scheme to teach Digital Literacy, ensuring pupils develop a deep understanding of online safety, responsible behaviour, and ethical use of technology.

We are committed to providing learning experiences that are engaging, hands-on, and purposeful, enabling pupils to apply their skills in meaningful contexts. Pupils learn not only how technology works and how to use it effectively, but also how it impacts individuals and society.

Through our Computing and Digital Literacy curriculum, pupils develop the confidence to create, collaborate, and communicate using technology, alongside a strong understanding of how to stay safe, make informed choices, and respond appropriately to online risks.

Our pupils therefore become responsible digital citizens who can participate fully and safely in the modern world and continue to build on their skills in their future learning and in life beyond school.

In this way, Computing at Stonebridge empowers pupils to LEAP forward with creativity, confidence, and ambition, preparing them to engage safely, effectively, and purposefully with the digital world and the opportunities it offers. **LEAP** represents the curriculum principles that guide learning at our school:

- **Language-Rich** – We nurture confident communication by providing rich opportunities to talk, listen, and build vocabulary, enabling children to express their ideas clearly and to the highest standard.
- **Experiential** – We bring learning to life through hands-on experiences such as trips, visits, art, design, and real-world exploration that inspire curiosity and deepen understanding.
- **Ambitious** – We set the highest expectations for every learner, encouraging them to achieve their very best and believe in their potential.
- **Purposeful** – We design learning that builds on what children already know, carefully addressing gaps to ensure meaningful and connected progress.

Together, these principles empower children to **LEAP forward in their learning, grow, and future fulfil their potential.**

The following table shows our school's intent for children:

<p>Language Rich</p> <ul style="list-style-type: none"> • Key computing vocabulary (including terms relating to algorithms, decomposition, debugging, hardware, data and digital systems) is explicitly taught, modelled, and reinforced through working walls and lesson resources, supporting retrieval and secure understanding. • Modelled sentence structures and talk stems support pupils in explaining computational processes, evaluating digital solutions, and discussing online safety scenarios with clarity. • Lessons incorporate structured opportunities for discussion, enabling pupils to articulate their reasoning, describe their thinking, and rehearse key concepts orally. • Vocabulary connected to digital literacy and online safety from the Common Sense curriculum (such as digital footprint, privacy, cyberbullying, and responsible communication) is taught and revisited so pupils can communicate confidently and accurately about safe behaviour online. • Exposure to high-quality digital texts, instructions, and programming interfaces supports pupils in decoding and understanding specialised language within meaningful computing contexts. 	<p>Experiential</p> <ul style="list-style-type: none"> • Pupils learn through first-hand practical experiences using a range of tools and environments, including programmable toys, software, and creative digital applications. • Teach Computing ensures lessons provide opportunities for pupils to investigate, design, programme, test, and evaluate, developing resilience and curiosity through authentic problem solving. • Online safety is taught through real-life and age-appropriate scenarios, enabling pupils to apply their understanding of digital responsibility to situations they may encounter beyond school. • Pupils learn how technology is used in everyday life and how it can be used creatively to communicate, create, and collaborate. • Experiences are designed to engage all learners through hands-on exploration and scaffolding where necessary.
<p>Ambitious</p> <ul style="list-style-type: none"> • High expectations ensure all pupils make strong progress in computational thinking and digital creativity and come to see themselves as capable young technologists. • Pupils are encouraged to take increasing ownership of their learning, persisting when debugging, refining their work, and evaluating how technology can be improved or used more responsibly. • The curriculum fosters ambition by showing pupils how computing skills can support future learning and careers. • Digital literacy learning empowers pupils to behave safely and ethically online, recognising risks and knowing how to respond. • Pupils develop confidence to experiment, take creative risks, and present their digital work with pride. 	<p>Purposeful</p> <ul style="list-style-type: none"> • Learning is carefully sequenced so that new skills and knowledge build upon pupils' existing understanding, ensuring no learner is left behind. • Pupils learn computing skills for real purpose: to solve problems, communicate effectively, create meaning, and participate safely in a digital society. • Digital literacy learning through Common Sense ensures pupils can transfer their understanding to real-life digital experiences, helping them to make informed and safe choices. • Computing is linked purposefully to other curriculum areas, supporting research, creativity, and communication across school. • Pupils understand not only how to use technology, but why it matters and how it shapes their own and others' lives.

At Stonebridge Primary School, we follow the **Teach Computing** scheme for the teaching of Computing, which is fully aligned to the National Curriculum and designed to improve learning outcomes for all pupils. The scheme is taught across EYFS, Key Stage 1 and Key Stage 2 (as appropriate), providing a clear and progressive structure that supports pupils as they develop confidence and competence as young computational thinkers and digital creators.

The programme offers comprehensive coverage of all required computing skills, supported by a wide range of engaging, interactive, and visual resources that enhance understanding and support practical application. Additional extension activities are available to deepen pupils' learning and support those ready to develop their skills further. Teach Computing promotes an investigative and creative approach to learning, encouraging pupils to explore, design, programme, and evaluate digital solutions in meaningful contexts.

Each unit is carefully designed with built-in progression and differentiation, enabling pupils of all abilities to access key concepts while reducing teacher workload in planning. The scheme clearly maps progression across year groups, showing how computational thinking, programming, digital literacy, and digital creativity develop and extend over time. Through this structured and inspiring approach, pupils develop a secure foundation in Computing and a growing enthusiasm for technology and its applications in the wider world.

For Digital Literacy, we follow the **Common Sense Education** curriculum. The sequencing of this curriculum is carefully designed based on research into child development and pupils' real experiences with media and technology. This ensures that learning is developmentally appropriate and directly addresses the digital challenges pupils encounter in their everyday lives. As a result, pupils are supported to develop the knowledge, skills, and attitudes they need to stay safe, make responsible choices, and behave ethically in an increasingly digital world.

IMPLEMENTATION

Roles and responsibilities

Governors:

- To remain informed about developments and priorities within Computing and digital learning.
- To take an active role in monitoring the quality of teaching and learning in Computing.
- To act as impartial critical observers, offering both support and challenge to ensure effective provision and safe digital practice across the school.

Senior Leadership Team:

- To create and communicate an aspirational vision for Computing and digital learning across the school.
- To provide strategic direction and support to middle leaders, ensuring effective curriculum implementation and progression.
- To challenge and support middle leaders in developing high-quality teaching and learning in Computing and digital literacy.
- To engage in monitoring activities, including lesson observations, review of pupil work, and evaluation of pupils' digital skills and understanding.

Middle Leader:

- To establish and promote high-quality teaching and learning in Computing and digital literacy across the school.
- To model effective practice and support colleagues in developing confidence, subject knowledge, and pedagogical skills.
- To raise the profile of Computing and promote safe, responsible, and creative use of technology.
- To identify training needs and support staff in developing their computing subject knowledge and digital competence.

- To ensure policies and agreed approaches to teaching, assessment, and online safety are followed consistently.
- To monitor and evaluate standards of teaching and learning, using evidence to inform future curriculum development.
- To track and analyse pupil progress and attainment in Computing and digital literacy.
- To manage and organise computing resources, ensuring equipment, software, and licences are maintained and used effectively.

Teachers:

- To follow the policy and guidance provided by the middle leader and Senior Leadership Team.
- To ensure Computing and digital literacy are taught effectively and that all content is covered as outlined in the National Curriculum, Teach Computing and Common-sense scheme.
- To plan lessons carefully using the scheme resources and the agreed lesson structure, ensuring progression and appropriate challenge.
- To promote the safe, responsible, and ethical use of technology in line with the Common Sense curriculum and school expectations.
- To model correct digital practice, including appropriate behaviour online, secure password use, and responsible communication.
- To develop their own subject knowledge and digital competence where needed, seeking support when required.
- To assess and respond to pupils' learning, supporting those who require additional scaffolding and extending those ready for further challenge.

Support Staff:

- To develop their own subject knowledge and digital competence where needed in order to support pupils effectively.
- To model safe, responsible, and ethical use of technology at all times.
- To support pupils in accessing Computing lessons, providing encouragement, scaffolding, and guidance as appropriate.
- To support pupils in developing confidence with digital tools, programming activities, and online safety.
- To challenge and extend pupils' thinking, prompting them to explain their reasoning and reflect on their learning.
- To support the effective use and care of computing equipment and resources.

Pupils:

- To take an active part in every Computing lesson and engage positively with learning.
- To use technology safely, responsibly, and respectfully at all times.
- To follow school expectations for online behaviour and digital citizenship.
- To show curiosity, resilience, and creativity when solving problems and designing digital solutions.
- To ask questions, share ideas, and support others in their learning.
- To present their digital work with pride and reflect on how it can be improved.

Parents/Carers:

- To support their children in developing safe and responsible digital habits at home.
- To talk with their children about what they are learning in Computing and digital literacy.
- To encourage positive and balanced use of technology beyond school.
- To take an interest in online safety and follow school guidance on keeping children safe online.
- To engage with home learning and school communications relating to Computing and digital citizenship.

Aspects

Equal opportunities:

At The Stonebridge School we adhere to the guidance from the DfE which states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

Planning

- Topics and units are taught in the order outlined in the curriculum overview to ensure that key concepts, skills, and knowledge develop progressively and securely across year groups. Planning reflects pupils’ prior understanding and supports all learners in accessing increasingly complex computing ideas.
- Teachers must use the Teach Computing scheme to plan lessons. The scheme provides clear progression in computational thinking, programming, digital literacy, and digital creativity. Where necessary, lessons should be adapted to meet the needs of pupils, ensuring that gaps in foundational knowledge do not limit access to the curriculum.
- Teachers must select appropriate teaching strategies to support learning, including opportunities for pupils to investigate, design, programme, debug, evaluate, and apply their learning in authentic digital tasks.
- Planning must also incorporate the Common Sense Education digital literacy curriculum, ensuring pupils develop a secure understanding of online safety, responsible communication, and ethical behaviour online.
- All lessons for a unit should be carefully planned using the agreed structure, ensuring that key vocabulary, computational concepts, and opportunities for speaking, listening, and practical application are clearly identified and made explicit for pupils.

Teaching

- Teaching must ensure that pupils acquire secure knowledge and understanding of key computing concepts, including computational thinking, programming, digital systems, and digital literacy. Pupils must also have regular opportunities to apply this knowledge in meaningful, practical contexts.
- Foundational skills—including the ability to use digital tools purposefully, understand instructions, debug and improve their work, and communicate their ideas clearly—are explicitly taught and applied across all Computing lessons. These skills enable pupils to access increasingly complex concepts with confidence.
- The strands of computing should not be taught in isolation but embedded within every lesson, supporting pupils to develop:
- Computational knowledge – understanding algorithms, sequences, logical reasoning, and how digital systems work.
- Practical skills – designing, programming, testing, and evaluating digital solutions.
- Digital literacy – understanding online safety, responsible behaviour, and ethical use of technology.
- Teaching should provide frequent opportunities for pupils to explore, experiment, and create using a range of digital tools and programming environments. Pupils should be encouraged to test their ideas, identify errors, and refine their work, developing resilience and problem-solving skills.
- Pupils should have regular exposure to authentic digital scenarios and real-life applications of technology, helping them understand the relevance and impact of computing in everyday life and in future careers.
- Teaching must take into account a range of learning styles and ensure that all pupils – including those with SEND or EAL – can access computing learning through appropriate scaffolding, modelling, and differentiated tasks.
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Organisation:

- Computing is taught weekly across the school, ensuring that pupils have regular, consistent opportunities to develop and apply their skills and knowledge.

- Lessons are delivered in discrete Computing sessions using the Teach Computing scheme, supported by the Common Sense curriculum for digital literacy and online safety.
- Where appropriate, Computing skills are also reinforced and applied across the curriculum, enabling pupils to use technology purposefully in other subjects.
- Timetabling ensures that pupils have access to suitable hardware and software to support effective learning, and that lessons can be delivered without disruption.
- The Teach Computing curriculum is organised as a whole-school approach, with all year groups taught the same key topic areas at the same time. These include: Computing Systems and Networks, Creating Media, Programming A, Data and Information, Creating Media (extended), and Programming B. This structure ensures coherence across phases, supports progression in knowledge and skills, and enables pupils to develop a shared understanding of key computing concepts as they move through school.
- The Digital Literacy programme, delivered through the Common Sense curriculum, is structured around six key topic areas: Healthy Habits, Privacy and Safety, Digital Footprint and Identity, Relationships and Communication, Cyberbullying and Online Harms, and Information and Media Literacy. These topics ensure that pupils develop a secure understanding of how to stay safe, behave responsibly, and make informed decisions in a digital world. The programme supports pupils to build essential skills and knowledge that they can apply both in school and beyond, supporting their wellbeing and their development as responsible digital citizens.

Homework / Wider learning:

- Home learning will be set when appropriate.

Resources:

- Computing is supported primarily through the Teach Computing scheme and the Common Sense Education digital literacy resources, which provide the teaching materials, lesson structure, and supporting media required for effective delivery.
- Additional resources may include computing devices (e.g., laptops, tablets, programmable toys), headphones, and access to appropriate software or online platforms.
- Resources are stored and maintained according to school procedures, and must be returned in good condition after use to ensure availability for all classes.
- Teachers must inform the middle leader when equipment or software requires repair, replacement, or updating.

Health and Safety

- Pupils must be taught how to use all computing equipment safely and responsibly, including correct handling of devices, appropriate seating and posture, and safe use of chargers and cables.
- Teachers must ensure that all equipment is inspected and used in accordance with school health and safety procedures, and that any damaged or unsafe equipment is reported immediately to the middle leader.
- Online safety is a central element of health and safety in Computing. Pupils must be explicitly taught how to stay safe online, including understanding digital footprints, recognising unsafe situations, protecting personal information, and knowing how to seek help.
- Pupils must follow school expectations for responsible digital behaviour at all times, including appropriate communication, respectful online interactions, and adherence to acceptable use policies.
- Staff must remain vigilant to safeguarding concerns arising from pupils' online behaviour and follow safeguarding protocols where appropriate.
- When using the internet or digital platforms, teachers must ensure that appropriate filters and supervision are in place and that pupils understand how to access content safely and appropriately.
- Pupils should be taught how to use equipment safely and responsibly, including correct handling of devices and adherence to school expectations for digital behaviour.

Inclusion

At Stonebridge Primary we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

IMPACT

Assessment:

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children through;

- regular marking of work
- analysing errors and picking up on misconceptions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Monitoring and evaluation:

- Monitoring exercises which will aid the evaluation of teaching and learning in Spanish will include:
 - Floorbook scrutiny
 - Planning scrutiny
 - Lesson observation
 - Learning walks
 - Pupil voice

APPENDICES

APPENDICES

APPENDIX 1- Computing Overview

Computing Overview 2025-6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Computing Systems and networks- Technology Around us Online safety lesson 1: Pause and Think Online Online Safety Lesson 2: Managing device distractions	Creating Media- Digital Painting Online safety lesson 3: Curiosity tells Online Safety lesson 4: Internet Traffic Light	Programming A- Moving a robot Online safety lesson 5: Words can help or hurt Online safety lesson 6: My Digital footprint	Data and information- Grouping Data Online safety lesson 7: How Tech Connects us Online safety lesson 8: Media: What's the purpose	Creating Media- Digital Writing Online safety lesson 9: Understanding Ads Online safety lesson 10: Step in, Step out Online safety lesson 11: Is it OK to share?	Programming B- Programming animations Online safety lesson 12: Fact vs. Opinion Online Safety lesson 13: <u>Autoplay</u> : Helpful or Not
Year 2	Computing Systems and networks- IT around us Online safety lesson 1: We, the Digital Citizens Online safety lesson 2: Keeping online accounts safe	Creating Media- Digital photography Online safety lesson 3: Including other when using tech Online safety lesson 4: Be a super Digital Citizen	Programming A- Robot Algorithms Online safety lesson 5: Using Tech to learn new things Online Safety 6: How to search online	Data and information- Pictograms Online safety lesson 7: exploring search results Online safety lesson 8: Device-Free moments Online safety lesson 9: Dealing with online meanness	Creating Media- Digital Music Online safety lesson 10: Sincere apologies Online safety lesson 11: Digital trails	Programming B- Programming quizzes Online safety lesson 12: That's private! Online safety lesson 13: Who is in your online community?
Year 3	Computing Systems and networks- Connecting computers Online safety lesson 1: Our Digital Citizenship Charter Online safety lesson 2: Making Healthy Media Choices	Creating Media- Stop-frame animation Online safety lesson 3: Protecting Our Online Accounts Online safety lesson 4: Privacy Doors	Programming A- Sequencing sounds Online safety lesson 7: When Words Hurt Online Online safety lesson 8: Resolving Conflicts Online	Data and Information- Branching Databases Online safety lesson 9: Need Space or Repair? Handling Online Hurt Online safety lesson 10: Finding the Source Online safety lesson 11: Perfectly Altered	Creating Media- Desktop publishing Online safety lesson 13: Digital Identity Iceberg Online safety lesson 15: Is It Just a Joke?	Programming B- Events and actions in programs Data Handling: comparison cards databases Online safety lesson 16: Our Rings of Responsibility Online safety lesson 18: Outsmarting Attention Thieves

Year 4	<p>Computing Systems and networks- The Internet</p> <p>Online safety lesson 1: Personally Identifiable Information</p> <p>Online safety lesson 2: Media & Our Emotions</p> <p>Online safety lesson 3: Communicating Clearly Online</p>	<p>Creating Media- Audio production</p> <p>Online safety lesson 4: PII: What's the Risk Factor?</p> <p>Online safety lesson 5: S.T.A.N.D. Up to Cyberbullying</p>	<p>Programming A- repetition in shapes</p> <p>Online safety lesson 8: Gone Phishing</p> <p>Online safety lesson 9: Group Chat Dynamics</p>	<p>Data and information- Data logging</p> <p>Online safety lesson 10: Spotting Thinking Traps</p> <p>Online safety lesson 11: Brain Battle Game</p>	<p>Creating Media- Photo editing</p> <p>Online safety lesson 13: Slicing Up Media with P.I.E.</p> <p>Online safety lesson 14: Peer Pressure</p> <p>Online safety lesson 15: How Online Meanness Escalates</p>	<p>Programming B- repetition in games</p> <p>Online safety lesson 16: <u>M.E.N.D.ing</u> Friendships</p>
Year 5	<p>Computing Systems and Networks- Systems and searching</p> <p>Online safety lesson 1: Creating Device-Free Moments</p> <p>Online safety lesson 2: Challenging Stereotypes</p> <p>Online safety lesson 3: Dealing with Cyberbullying</p>	<p>Creating Media- Video production</p> <p>Online safety lesson 4: Tracking You: Taking Control of Your Privacy</p> <p>Online safety lesson 5: Friends vs. Followers</p>	<p>Programming A- Selection in physical computing</p> <p>Online safety lesson 7: Online Risk Radar</p> <p>Online safety lesson 8: Understanding Design Tricks</p> <p>Online safety lesson 9: Tricky Tech Game</p>	<p>Data and Information- Flat-file databases</p> <p>Online safety lesson 10: Spotting Media Influence</p> <p>Online safety lesson 11: Remix Responsibly</p> <p>Online safety lesson 12: Media Frames: Looking Beyond Headlines</p>	<p>Creating Media- Introduction to vector graphics</p> <p>Online safety lesson 13: Don't Take the Bait!</p> <p>Online safety lesson 14: Communicating Personal Boundaries</p> <p>Online safety lesson 15: S.T.A.N.D. Up to Support Others</p>	<p>Programming B- Selection in quizzes</p> <p>Data Handling: Mars Rover 2</p> <p>Online safety lesson 16: Invisible Audiences</p> <p>Online safety lesson 17: Navigating Online Friendships</p> <p>Online safety lesson 18: M.E.N.D. to Rebuild Trust</p>
Year 6	<p>Computing Systems and networks- communication and collaboration</p> <p>Online safety lesson 1: Understanding My Digital Footprint</p> <p>Online safety lesson 2: PII: Should I Share?</p>	<p>Creating Media- web page creation</p> <p>Online safety lesson 3: Be Aware of What You Share</p> <p>Online safety lesson 4: S.E.E.K.ing Information</p>	<p>Programming A- Variables in games</p> <p>Online safety lesson 6: What Are Online Harms?</p> <p>Online safety lesson 8: Under Peer Pressure</p>	<p>Data and information- introduction to spreadsheets</p> <p>Online safety lesson 10: De-escalating Online Harm</p> <p>Online safety lesson 11: Making Things Right: Repairing Harms</p>	<p>Creating Media- 3D modelling</p> <p>Online safety lesson 16: What is the Attention Economy?</p> <p>Online safety lesson 17: Building Healthy Tech</p>	<p>Programming B- Sensing movement</p> <p>Habits: Part 1</p> <p>Online safety lesson 18: Building Healthy Tech Habits: Part 2</p>

