

COMPUTING POLICY

Approved by:	**Castlefort Governing Body**	**Date: February 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**February 2027**	

Aims

Castlefort Academy believes that every child should have the right to a curriculum that champions excellence, supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall, in the day-to-day life of our academy. We believe that technology can provide enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims:

- 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 academy;
- 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).

Safeguarding: Online Safety

Online safety has a high profile at Castlefort Academy for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 6;
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils;
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils;
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs;
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at our academy if they have concerns;
- Pupils, staff and parents have Acceptable Use Policies which are freely available;
- Our Online Safety Policy (part of our Safeguarding Policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with;
- Filtering and monitoring systems for all our online access;
- Data policies which stipulate how we keep confidential information secure.

Curriculum

As an academy, we have chosen the 'Teach 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 and strong cross-curricular links. Furthermore, it gives excellent supporting material for less confident teachers.

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 role play;
- 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.

Key Stage 1 outcomes:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions;
- Write and test simple programs;
- Organise, store, manipulate and retrieve data in a range of digital formats;
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond our academy.

Key Stage 2 outcomes:

- 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 worldwide 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.

Assessment

- Children are encouraged to self, peer and group assess work in a positive way during lessons.
- There are regular opportunities for targeted support to be provided during lessons where necessary to ensure all children make good progress.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the self-assessment prompts during teaching and evaluation tasks at the end of each unit, both teachers and pupils can evaluate progress.

Records of progress in Computing:

- Children in EYFS have photographs and evidence placed in individual 'Learning Journeys' and the 'Understanding the World Big Book'. Photographs demonstrate pupils using digital equipment and completing independent computing activities;
- For Year 1-6 individual work is stored on children's own Google Classroom folders where this has been used;

- At the end of each topic, the children complete a summary task to apply their knowledge and understanding of what has been taught during the computing unit;
- Examples of children's work, parent workshops, children's evaluations, photographs are celebrated in the Computing 'Big Book'.

Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the academy's finance policy.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing leader.
- An itemised list of all resources is shared with staff and kept up to date by the Computing Lead.
- Audits of the academy's resources are conducted regularly by the Computing Lead, which informs bidding for budgets allocations.
- The Computing Lead keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Lead.
- The Computing action plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

Computing network infrastructure and equipment has been sited so that:

- Every classroom from Nursery to Year 6 has a computer connected to the academy's network and an interactive whiteboard with sound and video facilities;
- Internet access is available in all classrooms;
- Laptops, Chromebooks and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use;
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.

Inclusion

At Castlefort Academy, 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.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Lead. All teachers are expected to keep copies of examples of children's work and photographic evidence to store in the Computing 'Big Book'. Details of monitoring and evaluation schedules can be found in the Computing action plan and academy's monitoring schedule.

Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring

- Dedicated Computing Lead and Assessment Lead time

Evaluation and Feedback will be achieved through:

- Dedicated Computing Lead and Assessment Leader time
- Using recognised standards documentation for end-of-year expectations
- Using recognised national standards for benchmarking Computing provision in primary schools
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings

Roles and Responsibilities

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

Headteacher:

- 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 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 for Computing;
- Ensuring any government legislation is being met.

Computing Leader

- 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;
- Maintaining overall consistency in standards of Computing across the academy;
- Reporting on Computing at specific times of the year to the Governing /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;
- Creating bids for the annual budgets and monitoring budget spend;
- Keeping an up-to-date log of all resources available to staff;
- 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 SENDCO/ Headteacher to ensure online safety provision is above adequate and all legislation is in place.

Technician:

- Conducts routine scheduled maintenance/updates on systems;
- Supports the administration and set-up of online services including the academy's website;
- Fixes errors/issues with hardware and software set-up, prioritising as needed;
- Routinely checks school filtering, monitoring and virus protection;
- Sets up new hardware and installations;
- Maintains network connectivity and stability;
- Supports the Computing Lead and Headteacher with future infrastructure needs and associated projected costs.

Administration Staff:

- Maintains the academy's website content;
- Posts approved requests to the academy's social media accounts;
- Supports procurement of resources and technical services;
- Supports the technician with some data management.

Health and Safety

Castlefort Academy takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the academy to reinforce health and safety.