

Computing Policy

The Saints Academies

2026-2027

Reviewed: September 2026

Introduction

At The Saints Academies, we believe that every child has the right to a broad, ambitious and engaging curriculum that enables them to achieve their full potential. Technology is an important part of children's lives and plays a significant role both within the Computing curriculum and across the wider curriculum.

Our Computing curriculum aims to give pupils the knowledge, skills and understanding they need to use technology safely, responsibly, creatively and effectively. We want children to become confident users of technology and to develop the foundations they need to participate successfully in an increasingly digital world.

Our Computing provision is built around the three key strands of:

- Computer Science - understanding how computers and programs work and developing computational thinking.
- Information Technology - using technology purposefully to create, organise, store and manipulate digital content.
- Digital Literacy - using technology safely, respectfully, responsibly and confidently.

These strands are developed progressively from the Early Years Foundation Stage through to Year 4, with learning appropriate to the age and developmental stage of our pupils.

Computing also supports learning across the wider curriculum. Technology can provide opportunities for creativity, collaboration, problem-solving, communication and access to a rich range of content, while helping to remove barriers to learning for some pupils.

This policy should be read alongside other relevant school policies, including Safeguarding and Child Protection, Online Safety, SEND, Teaching and Learning, Curriculum, Assessment, Data Protection and Acceptable Use.

Aims

At The Saints Academies, we aim to:

- provide an engaging, ambitious and progressive Computing curriculum for all pupils;
- develop children's knowledge and skills across Computer Science, Information Technology and Digital Literacy;
- develop computational thinking, logical reasoning, creativity and problem-solving;
- provide opportunities for pupils to use a range of appropriate hardware, software and unplugged resources;
- enable children to use technology confidently and purposefully across the curriculum;
- teach pupils to use technology safely, responsibly and respectfully;
- develop children's understanding of how to protect themselves and others when using technology and when accessing online content;
- encourage pupils to think critically about digital information and content in an age-appropriate way;
- ensure that Computing is accessible to all pupils, including those with SEND and EAL, through appropriate adaptations and support;
- promote responsible behaviour and positive attitudes when using technology;
- provide pupils with the foundations of knowledge and skills they will need as technology continues to develop;
- support staff in developing the confidence and subject knowledge required to teach Computing effectively.

Curriculum and Implementation

At The Saints Academies, we use the Purple Mash Computing Scheme of Work from Reception to Year 4. The scheme provides a structured and progressive approach to Computing and supports pupils in developing knowledge and skills across Computer Science, Information Technology and Digital Literacy.

Purple Mash provides teachers with clear teaching sequences, resources and opportunities for pupils to apply their learning practically. Computing knowledge and

skills are developed progressively so that pupils can build upon prior learning as they move through school.

Where appropriate, Computing is linked to other areas of the curriculum, enabling pupils to apply their digital skills for a meaningful purpose. Teachers may also provide additional opportunities to use technology across subjects where this enhances teaching and learning.

2BeSafe and the Kapow PSHE scheme are used to support the teaching of online safety. Online safety is taught progressively and is reinforced throughout the curriculum and through the everyday use of technology. Pupils are taught, at an age-appropriate level, how to use technology safely, responsibly and respectfully. Teaching may include a combination of:

- direct teaching and modelling;
- practical use of computers, tablets and other digital technology;
- programming and computational-thinking activities;
- independent and collaborative tasks;
- discussion and questioning;
- unplugged activities where appropriate.

Teachers adapt teaching and resources according to pupils' ages, developmental stages and individual needs.

Artificial Intelligence and Emerging Technologies

The Saints Academies recognises that Artificial Intelligence (AI) and other emerging technologies are becoming an increasing part of the digital world.

Where appropriate, pupils may be introduced to these technologies in an age-appropriate and carefully supervised way, with a focus on developing curiosity, critical thinking and an understanding that digital content may not always be accurate or reliable.

Any use of AI or emerging technologies within school will be purposeful, appropriate to pupils' age and developmental stage, and supported by staff. Consideration will always be given to safeguarding, privacy, data protection and the safe and responsible use of technology.

Early Years Foundation Stage

In our Nursery and Reception, children are introduced to technology through developmentally appropriate, meaningful and play-based experiences.

In Nursery, Computing is not taught as a discrete subject. Children encounter technology through their continuous provision, adult-led activities and everyday experiences. They are encouraged to explore how things work, follow simple instructions, solve problems and recognise technology in the world around them.

Children may have opportunities to explore appropriate digital and non-digital resources, such as programmable toys, interactive whiteboards, tablets, cameras, recording equipment and technology incorporated into role play.

In Reception, these play-based experiences continue alongside the introduction of the Purple Mash Computing Scheme, providing a foundation for the more structured Computing curriculum children encounter as they progress through school.

Across EYFS, adults model the safe, careful and responsible use of technology. Children begin to develop an understanding that technology can be used for different purposes and are introduced to simple messages about keeping themselves safe when using digital technology.

Key Stage 1 – Years 1 and 2

In Key Stage 1, pupils build on their experiences in the Early Years and develop their knowledge and skills across Computer Science, Information Technology and Digital Literacy through the Purple Mash Computing Scheme.

Pupils are taught to:

- understand what algorithms are and that programs follow precise instructions;
- create, test 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 within and beyond school;
- use technology safely and respectfully;
- understand the importance of keeping personal information private;

- know what to do and who to speak to if something they encounter when using technology makes them feel worried or uncomfortable.

Key Stage 2 – Years 3 and 4

As our school provides education to Year 4, pupils begin the Key Stage 2 Computing curriculum in Years 3 and 4, building progressively upon the knowledge and skills developed in Key Stage 1.

Through the Purple Mash Computing Scheme, pupils are given opportunities to:

- design, write, test and debug programs that accomplish specific goals;
- use sequence, selection and repetition within programs as appropriate;
- use logical reasoning to explain how algorithms work and identify and correct errors;
- develop their understanding of computer networks, including the internet and the World Wide Web;
- understand how digital technology can support communication and collaboration;
- use search technologies effectively and begin to consider the reliability and relevance of digital content;
- select and use a range of software and digital devices to create, collect, organise and present information;
- use technology safely, respectfully and responsibly;
- recognise acceptable and unacceptable behaviour when using technology and know how to report concerns.

Progression

Computing is planned progressively so that pupils revisit and build upon previously taught knowledge and skills. Teachers use the Purple Mash scheme and associated progression documents to identify prior learning and ensure that new learning provides appropriate challenge.

As pupils move from Nursery through to Year 4, they develop increasing independence, confidence, creativity and responsibility when using technology.

Safeguarding and Online Safety

Online safety is an integral part of safeguarding at The Saints Academies and has a high profile throughout the school. We recognise that technology provides valuable

opportunities for learning, communication and creativity, while also presenting potential risks that children need to be supported to understand and manage.

Online safety education begins in the Early Years and develops progressively through to Year 4. We use 2BeSafe and the Kapow PSHE scheme, alongside opportunities within Purple Mash and the wider curriculum, to provide age-appropriate teaching about the safe, responsible and respectful use of technology.

Online safety is taught explicitly and reinforced whenever pupils use technology. Pupils are supported to:

- use technology safely, responsibly and respectfully;
- understand that personal information should be kept private;
- recognise that not everything they see or hear online is necessarily reliable or appropriate;
- understand, at an age-appropriate level, that people may behave differently online;
- recognise when something they encounter online makes them feel worried, uncomfortable or unsafe;
- know that they should tell a trusted adult if they are concerned about something they have seen, heard or experienced;
- understand the importance of being kind and respectful when communicating using technology;
- develop increasingly responsible and critical attitudes towards digital content as they progress through school.

Filtering and Monitoring

Appropriate filtering and monitoring systems are in place to help safeguard pupils and staff when using the school's network and internet-connected devices.

Filtering and monitoring arrangements are reviewed in accordance with the school's safeguarding procedures. Staff understand that filtering and monitoring systems support, but do not replace, effective supervision and online-safety education.

Any concerns identified through the use of technology or the school's filtering and monitoring arrangements are reported and managed in accordance with the school's Safeguarding and Child Protection Policy.

Staff Responsibilities

All staff have a responsibility to promote safe and responsible use of technology. Staff should:

- model appropriate and responsible digital behaviour;
- follow the school's Acceptable Use arrangements;
- provide appropriate supervision when pupils access technology;
- remain alert to potential online-safety concerns;
- report safeguarding concerns through the school's established safeguarding procedures;
- reinforce online-safety messages across the curriculum where appropriate.

Relevant online-safety information and training are provided to staff so that their knowledge reflects current safeguarding expectations and emerging risks.

Parents and Carers

We recognise the importance of working in partnership with parents and carers to support children's safe use of technology.

The school communicates relevant online-safety information and guidance to families and signposts appropriate sources of support where necessary. Parents and carers are encouraged to contact the school if they have concerns relating to their child's online experiences.

Acceptable Use and Data Protection

The use of school technology and online services is governed by the school's relevant Acceptable Use arrangements. Expectations for appropriate use are communicated to pupils, staff and other members of the school community as appropriate.

Personal and confidential information is handled in accordance with the school's Data Protection Policy and relevant data-protection requirements.

Assessment

Assessment in Computing at The Saints Academies is used to identify what pupils know, understand and can do, to recognise progress and to inform future teaching.

Assessment is ongoing and takes place throughout Computing lessons. Teachers assess pupils through observation, questioning, discussion, practical activities and completed work within Purple Mash.

Teachers use the learning objectives and progression within the Purple Mash Computing Scheme to support assessment and identify pupils who may require further support or additional challenge.

For pupils in Years 1-4, teachers use the Purple Mash spreadsheet assessment tool to record assessment information and track pupils' attainment across the Computing curriculum. This provides an overview of pupils' strengths and areas for development and supports teachers in planning appropriate next steps.

Work completed and saved within Purple Mash also provides evidence of pupils' learning and can be used alongside teacher assessment when making judgements about attainment.

Assessment is appropriate to pupils' age and developmental stage. Within EYFS, assessment is primarily formative and based upon observations, discussions and children's responses during play-based and adult-led experiences involving technology.

Assessment information may also be used by the Computing Leader to monitor standards, identify trends and inform future curriculum development.

Pupil Involvement

Where developmentally appropriate, pupils are encouraged to talk about their learning, explain what they have done and reflect on their successes and areas they could improve.

Inclusion and SEND

At The Saints Academies, we are committed to ensuring that all pupils can access, participate in and succeed within the Computing curriculum.

Computing teaching is inclusive and takes account of pupils' individual needs, including pupils with special educational needs and disabilities (SEND) and pupils with English as an Additional Language (EAL).

Teachers make appropriate adaptations to teaching, resources and activities to remove barriers to learning. These may include:

- additional adult support or modelling;
- breaking instructions into smaller, manageable steps;
- providing visual prompts and demonstrations;
- allowing additional time to complete activities;
- adapting the level of challenge or method of recording;

- using appropriate accessibility features or assistive technology;
- providing additional opportunities to practise and consolidate key skills.

Technology can itself be an important tool for inclusion. Where appropriate, digital resources and accessibility features may be used to support communication, independence and access to learning.

The Computing Leader, SENCO and class teachers work together, where appropriate, to ensure that pupils' individual needs are considered and that all pupils are able to make progress within Computing.

We also recognise that some pupils may require additional support to understand and manage online risks. Online-safety teaching and support will therefore be adapted according to pupils' age, developmental stage and individual needs.

Resources

The Saints Academies aims to provide pupils and staff with appropriate resources to support the effective teaching and learning of Computing.

Resources may include a range of digital devices, software, online platforms, programmable equipment and unplugged resources, appropriate to pupils' ages and curriculum requirements.

Computing resources are maintained and reviewed to ensure that they remain safe, suitable and effective for teaching and learning. Faulty or damaged equipment should be reported promptly in accordance with school procedures.

The Computing Leader monitors the resources available to support the Computing curriculum and identifies areas where additional or replacement resources may be required.

Future resource needs are considered alongside curriculum priorities, developments in technology and the school's available budget. Where new technology is considered, its educational value, suitability, safeguarding implications and cost-effectiveness should be taken into account.

Monitoring, Evaluation and Feedback

The Computing Leader has responsibility for monitoring the implementation and effectiveness of the Computing curriculum across The Saints Academies.

Monitoring is undertaken as appropriate within the school's monitoring cycle and may include:

- learning walks;

- work scrutiny, including work completed and saved within Purple Mash;
- pupil voice;
- teacher voice and professional discussion;
- review of assessment information;
- review of curriculum planning and progression;
- monitoring the use and effectiveness of Computing resources.

Monitoring considers whether the Computing curriculum is being taught progressively, whether pupils are developing appropriate knowledge and skills, and whether all pupils are able to access and participate in Computing.

The Computing Leader uses the outcomes of monitoring to identify strengths and areas for development, support staff and inform future priorities for Computing.

Where appropriate, findings are shared with staff and senior leaders. Identified areas for development may inform the Computing Action Plan, staff training, resource decisions and future curriculum development.

The Computing Leader also keeps their subject knowledge up to date and shares relevant developments, resources and guidance with staff.

Roles and Responsibilities

Headteacher and Senior Leadership

The Headteacher and senior leaders have overall responsibility for ensuring that the Computing curriculum is implemented effectively and that appropriate resources, training and support are available.

They work with the Computing Leader to support the development of Computing and ensure that relevant statutory, safeguarding and curriculum requirements are considered.

Governance

Those responsible for governance provide appropriate oversight of Computing provision across The Saints Academies. They support senior leaders in ensuring that the curriculum is broad, balanced and appropriately resourced and that statutory safeguarding requirements relating to technology, including online safety and filtering and monitoring, are met.

They are kept informed of relevant developments and priorities in Computing and provide appropriate support and challenge to school leaders.

Computing Leader

The Computing Leader is responsible for:

- promoting high-quality teaching and learning in Computing;
- supporting staff with curriculum planning, subject knowledge and resources;
- ensuring that the Computing curriculum is appropriately sequenced and progressive;
- monitoring teaching, learning and assessment within Computing;
- keeping up to date with relevant curriculum developments and guidance;
- identifying staff development needs and providing or signposting appropriate support;
- monitoring the effectiveness and suitability of Computing resources;
- contributing to decisions about future Computing resources and provision;
- developing and reviewing the Computing Action Plan;
- working with senior leaders, the SENCO and other relevant staff where appropriate;
- reviewing and developing the Computing curriculum and this policy.

Class Teachers

Class teachers are responsible for:

- delivering the Computing curriculum appropriate to their year group;
- following the agreed scheme and curriculum progression;
- assessing pupils' learning and maintaining appropriate assessment information;
- adapting teaching so that all pupils can access the curriculum;
- modelling safe and responsible use of technology;
- reinforcing online-safety expectations;
- reporting safeguarding or technical concerns through the appropriate school procedures.
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Health and Safety

The Saints Academies is committed to ensuring that all pupils and staff use technology safely and responsibly. Appropriate health and safety procedures are followed whenever digital devices and electrical equipment are used.

Safe Use of Technology

Staff model and reinforce safe practices when using technology in the classroom. Pupils are taught to:

- handle computers, tablets and other digital devices carefully;
- use equipment as instructed by an adult;
- carry devices safely using two hands where appropriate;
- keep food and drinks away from digital equipment;
- report any damaged or unsafe equipment to an adult immediately.

Electrical Safety

All electrical equipment is maintained in accordance with the school's Health and Safety procedures. Any faulty equipment is removed from use and reported promptly to the appropriate member of staff.

Pupils are taught simple age-appropriate messages about electrical safety, including recognising that electrical equipment should only be used under adult supervision where appropriate.

Safe Learning Environment

Teachers ensure that:

- equipment is suitable for the age of the pupils;
- cables and equipment do not create trip hazards;
- pupils are supervised appropriately when using technology;
- online activities are accessed through the school's secure network and filtering systems.

Health and safety expectations are reinforced regularly through classroom routines and when introducing new equipment.