

Goldenhill Primary Academy



Computing Policy Summer 2025

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Purpose of the policy

This policy sets out our academy's vision, aims, principles and strategies for the delivery of Computing and the use of technology to support the curriculum. Alongside the academy's Online Safety Policy, it will form the basis for the development of Computing and the use of technology in the academy over the next three years.

Technology is continuously and rapidly evolving and therefore, we believe, Computing is an integral part of preparing children for the wider world. Computing equips pupils to use computational thinking and creativity to understand and change the world.

At Goldenhill Primary Academy, the Computing curriculum offers children access to a curriculum that is 'balanced and broadly based'. Computing will be taught to produce learners who are confident, discerning and effective users of technology who have a good understanding of computers and how computer systems work, and how they are designed and programmed. Children will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Our academy Computing curriculum follows the Purple Mash alongside Teach Computing which allows the academy to provide creative curriculum focused activities using games and creative tools to support and inspire the children. The computing curriculum allows the children to understand the role computing plays in every day life and provide them with skills they require for a range of future career choices.

Aims and objectives

- To support all children in using a range of technology with purpose and enjoyment.
- To develop children's understanding of technology and how it is constantly evolving.
- To help all children to develop the underlying skills and capability which is essential to developing Computing capability.
- To help all children to evaluate the benefits and risks of technology and how to manage their use of it safely and respectfully.
- To celebrate success in the use of technology.

Time allocations

In the EYFS, teaching staff have the opportunity to use technology as a key part of each area of learning and the academy ensures that children have access to both continuous and enhanced provision focusing on computational thinking skills through the Barefoot Curriculum. Links are made between the EYFS Early Learning Goals and the Y1 curriculum to ensure a smooth transition takes place.

Each pupil's access to technology varies greatly dependent on the nature of the activity. However, on average, pupils have allocated slots half termly through the use of:

- Laptop and iPads
- Programming equipment e.g, BeeBots, Microbits.
- Desktop Computers

Curriculum Organisation

In Goldenhill Primary Academy, teachers are encouraged to progressively develop pupils' Computing skills and capability through learning opportunities, and to exploit this capability as a tool to support objectives in other curriculum areas meaningfully. These opportunities may well be presented within other subject areas (e.g. sequencing instructions in English, problems solving in Maths or isolating variables in Science).

In this way Computing and the use of technology become integrated into the curriculum and are used as a truly beneficial tool for learning.

At Key Stages 1 and 2, the planning, organisation and delivery of the Computing curriculum is supported by the use of the Purple Mash and Teach Computing Curriculum.

At Key Stages 1 and 2 the academy's Computing curriculum is organised into the following aspects:

- Computer Science
- Digital Literacy
- Information Technology

Please see Appendix 1 for the Long-Term Plan.

Whole Academy Approach to Teaching and Learning of Computing

When delivering the National Curriculum for Computing, teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning style.

These approaches include:

- an 'unplugged' approach in order to develop their understanding of some of the underlying concepts of Computer Science
- 'plugged' activities which allow pupils to practise and demonstrate their levels of understanding.
- using presentation technology to demonstrate something to a group of pupils or the whole class
- individual or paired work
- collaborative group work
- pupil led demonstrations / peer mentoring.
- adapted activities planned
- teacher intervention where appropriate

The children at Goldenhill Primary Academy will also demonstrate these key British Values whilst accessing the Computing Scheme of Work.

These values are:

Democracy

- Listening to everyone's ideas in order to form a majority.
- Working as part of a team and collaborating to use computing devices effectively.

Rule of Law

- Developing knowledge of lawful computing behaviours.
- Demonstrating respect for computing laws.

Individual Liberty

- Taking responsibility for our own computing behaviours.
- Exercising rights and personal freedoms safely through knowledge of E-safety.

Respect and Tolerance

- Showing respect for other cultures when undertaking research using computing devices.
- Providing opportunities for pupils of all backgrounds to achieve in computing

Safeguarding Children: Online Safety

At Goldenhill Primary Academy we believe that the use of technology in academy's brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively. At the same time we recognise that the use of these technologies can put young people at risk within and outside the academy.

The academy has developed a separate policy which details our approach to online safety and safeguarding children and staff when using technology both within and beyond the academy.

Access and Inclusion

In addition to Computing sessions, opportunities to develop and extend Computing capability are provided in other curriculum areas and technology is used to support most other subject areas.

All children have equality of access to appropriate technology in order to develop their personal Computing capability. When children are working in groups, we endeavour to ensure that their hands-on experience is equitable. We check resources, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

The SENCO and Computing Subject Leader jointly advise teachers on examples of technology which can be provided to support individual children with particular physical, linguistic and educational needs, including gifted and talented pupils. Where appropriate, an external specialist is used to assess a child's specific needs.

Roles and responsibilities

It is the responsibility of the Computing Subject Lead that the following are carried out:

- Advising colleagues on planning, delivering and assessing Computing
- Monitoring the effective use of technology
- Ensuring progression in Computing
- Identifying if any support/CPD is needed
- Reviewing and revising the Computing policy
- Co-ordinating and overseeing equipment maintenance.

Responsibilities carried out by an ICT Support Technician

All equipment is supported and maintained through a weekly visit from a technician who works under the direction of the Computing Subject Leader.

Monitoring

The Computing Subject Leader follows a systematic and regular programme of evaluation and monitoring of the Computing curriculum, across the academy.

With the aim to:

- Check that the full curriculum is being delivered effectively
- Evaluate the success (or otherwise) of curriculum planning and delivery
- Have an awareness of impact and be able to demonstrate progression and attainment
- Have an overview of resource and staff training needs
- Ensure that aspects of Online Safety are taught appropriately and consistently

As a result of monitoring, appropriate CPD opportunities are provided for staff on an individual, group and whole academy basis.

Assessment, Recording and Reporting

Computing is assessed at the end of each unit that has been delivered using the scale of emerging, expected and exceeding against the 'I can' statements developed from the National Curriculum and this will be carried out using DCPPro. Our approach to assessment of Computing is still developing in line with national and local guidance and this policy will be updated and amended as we continue to clarify our approach.

Safe Disposal of Equipment

Government regulations state that any old electrical or electronic equipment must be disposed of in an environmentally responsible way. The regulations which govern this are the Waste Electrical and Electronic Equipment Regulations (WEEE) 2006 and 2013. Academics are therefore required to have a compliant process for disposing of waste electronic and electrical equipment (anything that requires batteries or a plug to operate).

The academy acts in accordance with advice gained through the Cambridgeshire Education ICT Advice regarding safe disposal of equipment. In particular, electrical equipment is safely disposed of (and wiped where necessary) through the following company: Green Technologies.

Health and safety

Both staff and children are aware of the need for health and safety to be kept in mind when using technology. In particular, the following safety issues have been considered when using technology in academy:

All pupils are taught to handle equipment correctly and to switch computers on and off using the correct procedures. The dangers of electricity are stressed and all of the above are presented so as to ensure the pupils respect the equipment and respect other people's work on the computer. All users are also reminded of the need to take regular breaks when using electrical equipment.

Parental Support

Children will have their own log in for Purple Mash where they will receive a personalised username and password. Children are therefore able to access Purple Mash at home to carry on their creative learning. Apps such as Scratch Jr are also available for download.

Remote Learning

Please see the Remote Learning Policy for further information.

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Digital Literacy Information Technology Computer Science						
Online Safety National College	Online Relationships Online Bullying	Privacy & Security	Self Image & Identity	Managing Online Information		Health Wellbeing & Lifestyle Online Reputation Copyright & Ownership
Nursery Barefoot Computing focus on computational thinking	Boats Ahoy! Is this a good boat? (20 mins) 	Boats Ahoy! Build A Boat (20 mins) 	Busy Bodies Look How We Grow (20 mins) 	Space Activity 2 Amazing Aliens (20 mins) 	Summer Fun Colour Collections (30 mins) 	Summer Fun Seaside Tangrams (30 mins) 
Reception Barefoot Computing until Summer– focus on computational thinking	People Who Help Us Delivery Day (20 mins) 	Winter Warmers Scarves For Snowmen (20 mins) 	Super Space Build a Rocket (30 mins) 	Springtime Seed Sequencing (30 mins) 	Busy Bodies Movement Algorithms (20 mins) 	https://www.j2e.com/it5 Developing Keyboard Skills  Purple Mash Logging in & Avatar Creation 
Year 1		Unit 1 TEACH COMPUTING UNIT Computing Systems and Networks- Technology Around Us (6) Unit 2 Pictograms (3)		Unit 3 TEACH COMPUTING UNIT Yr1 programming A Beebots (6) (Introducing and understanding algorithms) Unit 4 Animated stories (1.6) 5 (making/creating media)		Unit 5 TEACH COMPUTING UNIT Yr1 programming B Scratch JR (Programming Animation) (6)
Year 2		TEACH COMPUTING UNIT Computing Systems and Networks- IT around Us 6	Questioning (2.4) 5	TEACH COMPUTING UNIT Yr2 programming A Beebots (6) (Introducing and understanding algorithms) Making Music (2.7) 3		TEACH COMPUTING UNIT Yr2 programming B Scratch JR (Programming Quizzes) (6)
Year 3		TEACH COMPUTING UNIT Computing Systems and Networks- Connecting Computers (6) Coding (3.1) 6	Branching databases (3.6) 4	Simulations (3.7) 3	Micro:bits (3.10) 4	Presenting (either MS ppt or Google Slides) (3.9) 6 (making/creating media)
Year 4	TEACH COMPUTING UNIT Computing Systems and Networks- The Internet 6	(4.10) Artificial Intelligence 4	TEACH COMPUTING UNIT Data and Information Spreadsheets 1-3/6		Micro:Bit (4.11) 4	TEACH COMPUTING UNIT Creating Media- Audio Production 6
Year 5	TEACH COMPUTING UNIT Computing systems and networks—systems and searching lessons 6	Game creator (5.5) 5	TEACH COMPUTING UNIT Data and Information Spreadsheets 4-6/6	Micro:Bit 5.10 4		Word Processing (either MS Word or Google Docs) (5.8) 8
Year 6	Coding (6.1) 6	TEACH COMPUTING UNIT video production—IMovie 6		TEACH COMPUTING UNIT 6 Creating Media—3D Modelling (using tinkercad) 6		Micro:bits 6:10 4