Computing Policy

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Computing Policy

At Village Primary School, we strive to deliver a high-quality computing curriculum which allows our pupils to recognise the significance of digital technology in their everyday lives. We explicitly teach pupils the skills and knowledge they need to become creative, digitally literate, computational thinkers. This policy sets out a framework within which teaching and non-teaching staff can work and gives guidance on planning, teaching and assessments. The use of digital technology, especially computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital word there now exists a wealth of software, tools and technologies that can be used to communicate, collaborative, express ideas and create digital content. At Village Primary School, we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, cyclical approach to the learning of how computer systems work, programming, creative media and data and information. This provides our pupils with the skills necessary to become digitally literate and participate fully in the modern world. Where possible, we make explicit links with mathematics and science to enhance our computing curriculum further.

Rationale

iLearn2 provides over 100 primary computing activity packs to cover the Key Stage 1 and 2 Computing Curriculum plus much more. Unlike traditional schemes of work, pupils can use iLearn2 at school or home to work through the activities independently, which have been assigned by their teacher. The packs include activities for a variety of free software across multiple platforms (Windows, Chromebook and iPad), providing pupils with a wide range of skills.

Each activity pack has lesson outlines and step-by-step video tutorials helping with teacher subject knowledge and confidence. Plus downloadable resources, including knowledge organisers, posters and more.

The packs are divided into year group and a **Progression of Skills** page helps map out the teaching progression of computing from years 1-6, providing full curriculum coverage.

The e-safety skills and many other activities are also mapped to the **Education for a Connected World framework**, using an **interactive page.**

The **Embed** page has over 100 ideas and pupil work examples of how to use the activity packs across the primary curriculum.

Intent

The intent of iLearn2 is to help pupils become independent, creative, safe, respectful and problem-solving digital citizens with a broad and transferrable skillset. iLearn2 makes computing fun for pupils, inspiring them to develop skills beyond the classroom and building an awareness of all the opportunities the subject provides.

iLearn2's **Progression of Skills** page is the suggested teaching sequence of our activity packs and the skills within them. The page also includes how the activities meet the expectations of the national curriculum programmes of study for Key Stages 1 and 2. It has been designed to make sure pupils learn computing skills from the three recognised aspects of computing (below) within each year of their primary education. This means that pupils will build upon skills and concepts they established from the previous year and develop them further in the current and subsequent year.

For example, pupils will learn how to program keyboard or touch screen inputs in Year 3 to control a sprite in Scratch, then develop this further into a racing game in Year 4 using conditions and variables. Before introducing random variables in Year 5 to make the game unpredictable. Also, basic ebook creation skills can be introduced in Year 2 with text and images and developed further in year 4 and 5 with the addition of hyperlinks and interactive elements.

The three aspects are:

- *Computer Science (highlighted orange in the progression)* – this covers programming (both block-based and text-based), including computational thinking using web-based software such as Scratch. Pupils across Key Stage 1 and 2 will write code to program physical and on-screen objects, interactive games and use text-based language, such as HTML and Python by the end of Key Stage 2.
- *Information Technology (highlighted purple in the progression)* – this covers the use of applications to create digital content, including document creation and editing, video making, digital art, graphic design, animation, 3D modelling and website building.
- *Digital Literacy (highlighted green in the progression)* – covers skills to find, evaluate, utilise and share using technologies and the Internet. This includes important e-safety and internet research skills, as well as an understanding of computer networks in Key Stage 2.

Implementation

iLearn2 includes activity packs with step-by-step, easy to follow video tutorials and challenges for both teachers and pupils to access. This has many advantages including:

- Pupils can learn computing skills at their own pace, developing independent learning skills with opportunities to continually review and revisit the skills covered.
- The **pupil activity codes** help teachers provide pupils with specific activities, meaning pupils can access resources and content suitable for their individual ability and needs.
- The pupil activity packs are available across Key Stage 1 and 2. Key Stage 1 pupils learn how to apply the skills they learn in the tutorials to their own work. Key Stage 2 pupils apply and develop the skills they learn in the tutorials into their own projects, independently improving and evaluating their work.
- The video tutorials are compatible with **Google Chrome's Live Caption tool**, meaning pupils with hearing loss can access the video content.

The **Embed** page on iLearn2 provides pupils with cross-curricular projects, helping apply computing skills across the Key Stage 1 and 2 curriculum. The activity packs cover skills for the three most common platforms; Microsoft, Apple and Google. In many packs there are tutorials for all three, allowing pupils to learn skills regardless of the platform used in the school and to prepare pupils for all possibilities in the next steps of their education.

Impact

Each iLearn2 activity pack includes different resources to capture and track pupil learning:

- Downloadable assessment grid for each activity pack to track pupil understanding of each skill.
- Printable 'unplugged' challenge sheets/cards for pupils to demonstrate their understanding of key vocabulary and the application of skills.
- The teacher view of each pack includes advice and tutorials that cover how pupils can save their work or, in some cases, how it can be captured in the software being used.

The activity packs often ask why and how could a project be improved/adapted, both through class/group discussion and independent critical thought. This helps pupils reflect on the development of their computing skills to apply their knowledge, solve problems, stay safe and respect others.

Online Safety

At Village Primary School, online safety is a fundamental aspect of our safeguarding culture and digital learning strategy. We are committed to equipping pupils with the knowledge, skills, and understanding they need to become responsible and safe users of technology.

Every year group participates in a dedicated e-safety lesson at the start of each half term. These lessons ensure that online safety remains a consistent priority throughout the year and that children are regularly reminded of how to navigate the digital world safely and respectfully. This approach helps embed key online safety principles across all year groups, building progression and confidence as pupils mature.

Online safety is also woven through the wider curriculum, particularly in PSHE and Computing, and is reinforced during regular Key-Stage or whole-school assemblies. Whenever technology is used in class, opportunities are taken to revisit online safety expectations and best practices, helping pupils to apply their understanding in real-time contexts.

Clear and age-appropriate online safety rules are displayed in every classroom as a visible point of reference for pupils.

To support and enrich our online safety provision, we use the ProjectEVOLVE toolkit. This resource is built upon the UKCIS framework, Education for a Connected World (EFACW), which outlines the essential knowledge, skills, behaviours and attitudes needed to thrive in an increasingly digital world. The framework is organised into eight strands, spanning the full range of online life and mapped by age and developmental stage from Early Years through to age eighteen.

While EFACW provides valuable guidance, ProjectEVOLVE transforms it into an accessible and practical tool for educators. With over 350 competencies resourced in full, the platform

enables teachers to deliver targeted sessions with ease. These sessions can be filtered and selected by:

Keyword

Strand

Key Stage

Age

Theme

This flexible, comprehensive approach ensures that online safety education is not only rigorous but also responsive to the specific needs of our pupils at each stage of their learning journey.

Relationships Equal Opportunities

All pupils regardless of race or gender shall have the opportunity to develop skills using computers and other related technology. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. The class teacher differentiates work by task, resource or support, to ensure the individual needs of More Able and SEN pupils are met. The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

The Computing Lead will:
- Advise and support staff in planning, teaching and learning of computing;
- Monitor teachers' planning as part of ongoing subject monitoring and evaluation of practice;
- Use feedback from monitoring to develop an action plan for computing with realistic and developmental targets;
- Audit, identify, purchase and organise all computing resources, ensuring they are readily available and well maintained;
- Document and review the agreed ways of working through a written policy document and knowledge and skills progression
- Compile a portfolio of children's computing work to evidence progression and examples of good practice for staff to refer to;
- Keep up to date on new developments in the use of computing in the curriculum and inform staff

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Monitoring and Evaluation

- Marking will be reviewed and monitored as part of pupil progress meetings and monitoring days
- There will be an annual review of the policy by staff
- Any future training needs will be addressed.
- Objectives will be clear.
- Success criteria, 'Tool Kits', will be referred to throughout the lesson to refocus the children's learning and help them to recognise success and areas for improvement. 'Tool kits' will be visible, but no longer in books.

Marking Codes

Phase appropriate marking codes will be used within school.

Tool Kits

Tool Kits will be **modelled** to the pupils about what the learning intention will look like to them by the end of the lesson. This gives the pupils a bench mark to self-assess against so they can judge if they have met the objective. A key feature of this process is the schools 'TAPS' system that focuses on task, audience and purpose. The purpose is for children to understand 'Why' they are writing about a certain topic or completing a math problem.

Marking Formats

- **Verbal Response (V):** As with all marking strategies, it will consist of assessment against the learning objective. Children should respond immediately after this feedback to make improvements/corrections in their work.
- **Peer to Peer:** Time and training must be given to encourage the use of response partners.

- **Formal Marking:** This is most effective when marking in-depth and will involve the use of full comments; 'Two stars and a Wish'. All staff must use the star and wish stamp provided and the developmental comments will fall into three main categories:
    1. Reminder prompts e.g. Add punctuation here*. Correct capital letters.
    2. Example prompt e.g. choose either the adjective wrinkled, lined or crumpled here*.
    3. Scaffold prompt, e.g. Add a conclusion here*, for example, 'In conclusion, the report suggests that...

**The Village Marking Code is simplistic to ease workload burden and to keep staff wellbeing at the centre of proceedings.

Spelling and Grammar

Although spelling and presentation will be commented on, it must be remembered that marking focuses on the planned learning objectives and success criteria. Comments on other areas should be limited so that the children can focus on the learning objectives.

Clear modelling and verbal reminders are the most effective strategies in promoting high expectations for presentation and spelling. Teachers and teaching assistants should ensure the learning environment supports independence and self-regulation.

Summary

Minimum expectations for marking

- Ticks indicate that the learning objective is achieved for other groups.
- Teaching Assistants and PPA teachers will initial work which they have supported.
- Supply teachers will mark 'supply' under the work, after marking.
- Comments can be made in the margin during class time.
- The (V) code can be used for Verbal feedback, e.g. presentation, target review, further explanation, etc. and will indicate where issues have been discussed. Children should immediately respond to this feedback in the lesson.

- Children will be trained to peer and self-assess in the same way teachers mark and can use sharp, neat pencil crayons or their purple pens to do child-initiated editing. They may also use the marking code.

Written comments should always:

- be positive where possible, indicating what has been done well;
- indicate an area which should be developed;
- pick up individual or group targets, where relevant.

Teachers and Teaching assistants need to consider if their marking…

1. Relates to planned learning objectives, TAPS and end points.
2. Is positive, recognising attainment and encouraging progression
3. Can be read clearly and understood
4. Promotes the 'school writing' joined script
5. Indicates a next step in learning (a wish)?

Following this, the most significant point remains allowing the pupils time to respond to feedback.

Village Primary Leadership Team