



Chase Side Primary School

COMPUTING POLICY

**Reviewed and Adopted by the Governors of Chase Side
Primary School on 19th November 2025**

To be Reviewed: November 2027

As for all policies we undertake within our school, the aspects of the Computing policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together !

RATIONALE:

To provide a clear and agreed framework for the teaching of Computing.

AIMS AND PURPOSES:

Computing teaching should offer opportunities for children to:

- develop computing capability, including their knowledge and understanding of the importance of information and how to collect and prepare it;
- understand what an **algorithm** is, how they are implemented and how they work;
- design, create/write and **debug** simple programs;
- develop their skills in using hardware and software to manipulate information in problem solving, recording and expressive work;
- develop their ability to use computing to support their use of language and in their learning in other areas; and
- use technology safely and respectfully and know how/where to report concerns.

IMPORTANCE OF COMPUTING:

- Computing prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.
- Children use technology tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.
- Children learn how to employ technology to enable rapid access to ideas and experiences from a wide range of people, communities and cultures.
- Initiative and independent learning are promoted by computing capabilities.
- Children will be able to make informed judgements about when and where to use computing, and consider its implications for home and work both now and in the future.

LEARNING EXPERIENCES IN COMPUTING:

EARLY YEARS FOUNDATION STAGE:

Through engagement in the computing curriculum children will:

- begin to understand how computing can be used to communicate information, control events and change situations;
- experience using a range of technologies; camera, recording sounds, digital thermometers, walkie-talkies, telephones, micro-phones, music equipment and electronic kitchen equipment;
- improve hand and eye co-ordination through the use of a range of devices;
- learn how to use the computer safely and sensibly;
- develop listening skills;
- be encouraged to engage in collaborative learning; and
- use iPad apps to enhance learning, skills, understanding in other areas of the curriculum.

KEY STAGES 1 and 2:

The computing curriculum for children:

- improves motivation;
- broadens learning styles, and caters for a variety of learning styles and opportunities;
- helps to bridge the gap between concrete and abstract ideas;
- increases self-esteem;
- develops logical thinking; and
- allows children to work both independently and in groups on a variety of tasks including problem-solving.

PROCESSES AND SKILLS:

Children should:

- acquire and develop skills associated with using computing to pass on ideas by communicating, presenting and exchanging information;
- find things out and handle information;
- make things happen by controlling and monitoring events;
- try things out by modelling real and imaginary situations
- acquire and refine techniques e.g. saving, copying and checking of input and output needed to use technologies;
- practise mathematical skills, e.g. ordering numbers, measuring and calculating, drawing and interpreting graphs and charts; and
- develop the skills of collecting first hand data, analysing and evaluating it, making predictions and presenting conclusions, using all these in their work in computing.

LANGUAGE AND COMMUNICATION:

Children should:

- develop language skills through computing;
- use the appropriate technical language; and
- use logical reasoning and explaining.

VALUES AND ATTITUDES:

Children should:

- work independently and collaboratively;
- acknowledge the ownership of ideas and recognise the value of information held on computer systems;
- be aware of the security of their own and other people's information in electronic form;
- evaluate critically their own and others' uses of technology-recognise acceptable/unacceptable behaviours;
- recognise the strengths and limitations of computing;
- learn about ways of thinking and finding out about and communicating ideas;
- explore values and attitudes through computing and become aware of the use of computing in the wider world;
- be aware of the risks and their own responsibility to use the Internet safely; and
- be aware of issues such as cyber bullying and know appropriate actions to take to report this, for example CEOP.

COMPUTING ENTITLEMENT:

To become confident and proficient in the area of computing, all children are entitled to provision that matches their level of development and personal needs.

All classrooms should:

- provide easy access to a computer(s) and interactive screen with opportunities for children to engage in a range of appropriate and challenging software and equipment;
- provide a stimulating environment with areas and equipment clearly labelled; and
- make use of available technology (iPads, BeeBots, Voice recorders) to enhance learning in all subject areas.

All teachers should ensure:

- that children make progress in computing, by differentiating their work and building on prior knowledge to ensure lessons are appropriately challenging for all children;
- that they involve children in self assessment and assessment for learning;
- that they act as a positive role model, and make learning enjoyable, challenging and stimulating; and
- that computing is used both as a stand-alone session and across the curriculum to support learning and knowledge acquisition in all subjects.

PLANNING AND TEACHING OF COMPUTING

Long/medium term planning takes the form of a series of documents outlining the skills, knowledge, and experiences that children should encounter and develop in each year group. These are linked to the National Curriculum and ensure that children are being challenged throughout their school life.

Short term planning is the responsibility of the individual teachers who build on the medium term plans by taking into account the needs of the individual children and identify ways in which ideas might be taught to children in the class, taking into consideration how children learn. This planning should use the Rising Stars Switched on Computing.

The teaching of computing should include the following approaches:

- keeping computing as an integral part of the curriculum, complementing theme work alongside it being taught through specific, focused lessons;
- new skills taught discretely and followed by integrated cross curricular tasks;
- demonstration, explanation and instruction by an adult;
- whole class and group discussion;
- peer teaching and support;
- use of the Managed Learning Environment whenever relevant and purposeful for extending and enriching children's learning;
- provision of a broad range of age appropriate technical equipment and teaching of how to access and use them effectively to support learning; and
- explicitly teaching e-safety protocols.

PARENTAL INVOLVEMENT:

It is vital that parents are encouraged to take an active role as educators and that we form close partnerships linking home and school.

To enable parents to support their child's development in computing, the school will:

- provide parents with information on how computing is taught and delivered and how they can help their child at home;
- provide weekly newsletter which will include an outline of work in this area when appropriate;
- run curriculum workshops on computing including E-safety; and
- run introductory computing courses for parents where possible.

EQUAL OPPORTUNITY:

Special care is taken to ensure that all children have equal access and opportunities to succeed in computing. This includes:

- equipment such as the concept keyboard for children who have difficulty with gross and fine motor skills;
- specially designed mouse control for the very young children and relevant software;
- the provision of weekly home learning clubs for children who do not have internet access at home;
- ensuring that all children have had the opportunity to work with technology (MicroBits, iPads, BeeBots, Voice recorders) equipment by keeping a record of the tasks they have undertaken; and
- providing activities, clubs and interventions to support or extend children's skills and knowledge.

REVIEW, MONITORING AND EVALUATION:

Teachers will continuously review and evaluate their practise as part of the planning process, making adjustments in accordance to children's needs. Children's work will be assessed and work will be displayed as part of their record keeping.

The Computing Co-ordinator, alongside the Senior Leadership Team, will be responsible for monitoring the delivery of computing in the School and provide relevant support, INSET and feedback where necessary.

The Policy will be evaluated regularly and reviewed every two years.

This Policy was reviewed and updated in November 2025, and presented to Governors on 19th November 2025

Next Review: November 2027

IMPLEMENTATION OF COMPUTING CURRICULUM FOR MIXED-AGE GROUPS:

At Chase Side Primary School, computing is taught through an updated Purple Mash Computing Scheme, structured to support mixed-age classes across Years 1–2, 3–4, and 5–6. The long-term plan will ensure that pupils in each mixed-age group follow a two-year rolling cycle (Cycle A and Cycle B), providing full curriculum coverage while preventing repetition. Lessons are progressive and build on prior learning, including structured coding sequences, for example, which are carefully aligned to develop skills step by step across both year groups. Each unit includes well-structured teaching presentations, online/physical resources, and digital tools that promote practical engagement and creativity. Online safety is taught at the start of the year before main topics are taught, but is also embedded throughout the year using the 2BeSafe - Being Safe in a Digital World programme. This ensures that pupils understand how to use technology responsibly in and out of school. Class teachers will be able to deliver a coherent and inclusive computing curriculum that supports all learners at Chase Side Primary School - regardless of their age. This will result in the children developing the key digital skills they'll need across the school.

LONG-TERM COMPUTING CURRICULUM PLANNING:

Year 1/2 (Cycle A)

Unit Title	Introduction to PM (1) *	Creative Computing (1) *	Creating Pictures (2) *	Spreadsheets (2)	Animated Stories (1)	Coding (1)	Coding (2)
Lessons	3	4	5	6	6	6	6
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World							

Year 1/2 (Cycle B)

Unit Title	Introduction to PM (1) *	Route Explorers (2) *	The Internet (2) *	Data Explorers (1) *	Questioning (2)	Making Beats (1)	Creating & Following Instructions (1)	Presenting Ideas (2)	Technology Around Us (1)
Lessons	3	4	4	6	4	4	3	4	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World									

Year 3/4 (Cycle A)

Unit Title	* Email (3)	* Unpacking * Hardware & Software (4)	* Route Planners (3)	Effective Searching (4)	Coding (3/4 - See coding breakdown table below)	Presentations (3) <small>(Microsoft, Apple & Google)</small>	Spreadsheets (3)
Lessons	6	4	5	4	6	5	6
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World							

Year 3/4 (Cycle B)

Unit Title	* Animation (4)	* Logo (4)	* Branching Databases (3)	Sound Stories (4)	Coding (3/4 - See coding breakdown table below)	Composing Beats (4)	Touch Typing (3)	Introduction to AI (4)
Lessons	6	4	4	4	6	4	4	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World								

Additional Units	Introduction to Purple Mash	micro:bit (3)	micro:bit (4)
Lessons	2	4	4

Year 3/4 (Coding Breakdown)

Coding lessons from both year 3 and 4 have been grouped in cycles of related concepts that support progression in a mixed year class.

YEAR 3 & 4 - CYCLE A						
Title	Using Flowcharts	Using Timers	'if' statements	Coordinates	Code, Test and Debug	Design, Code, Test and Debug
Year and lesson number	Year 3 Lesson 1	Year 3 Lesson 2	Year 4 Lesson 2	Year 4 Lesson 3	Year 3 Lesson 4	Year 4 Lesson 1

YEAR 3 & 4 - CYCLE B						
Title	Using Repeat	Repeat Until and 'if/else' Statements	Number Variables	Design and Make an Interactive scene	Design and Make an Interactive scene	Making a Playable game
Year and lesson number	Year 3 Lesson 3	Year 4 Lesson 4	Year 4 Lesson 5	Year 3 Lesson 5	Year 3 Lesson 6	Year 4 Lesson 6

Year 5/6 (Cycle A)

Unit Title	* Quizzing (5)	* Game Creator (5)	* Graphing (6)	Spreadsheets (6) (Microsoft, Apple & Google)	Coding (5/6 - See coding breakdown table below)	Word Processing (5) (Microsoft, Apple & Google)	3D Modelling (6)
Lessons	5	5	4	6	6	6	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World							

Year 5/6 (Cycle B)

Unit Title	* Networks (6)	* Databases (5)	* Blogging (6)	Concept Maps (5)	Coding (5/6 - See coding breakdown table below)	Introduction to Python (6)	Spreadsheets (5)	Data Detectives (6)
Lessons	4	4	4	4	6	4	6	4
Online Safety - Delivered throughout the year using 2BeSafe - Being Safe in a Digital World								

Additional Units	Introduction to Purple Mash	Coding: External Devices (5)	Binary (6)	micro:bit (5)	micro:bit (6)
Lessons	2	6	4	4	4

Year 5/6 (Coding Breakdown)

Coding lessons from both year 5 and 6 have been grouped in cycles of related concepts that support progression in a mixed year class.

YEAR 5 & 6 - CYCLE A						
Title	Coding Efficiently	Simulating a physical system	Friction and Functions	Introducing Strings	Text Variable and Concatenation	User Input
Year and lesson number	Year 5 Lesson 1	Year 5 Lesson 2	Year 5 Lesson 5	Year 5 Lesson 5	Year 5 Lesson 6	Year 6 Lesson 5

YEAR 5 & 6 - CYCLE B						
Title	Designing and writing a more complex program	Designing and writing a more complex program	Decomposition and Abstraction	Using Functions	Flowcharts and control simulations	Text Adventure
Year and lesson number	Year 6 Lesson 1	Year 6 Lesson 2	Year 5 Lesson 3	Year 6 Lesson 3	Year 6 Lesson 4	Year 6 Lesson 6

EYFS- Computing		
Three and Four-Year-Olds	Personal, Social and Emotional Development	Increasingly follow rules, understanding why they are important.
	Physical Development	Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	Explore how things work.
Reception	Personal, Social and Emotional Development	Show resilience and perseverance in the face of a challenge.
	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly
	Expressive Arts and Design	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.