Birch C. of E. (Aided) Primary School Computing Policy

1. Aims and Purpose

Computing plays a central role in the lives of children and adults. At Birch C. of E. Primary School, we recognise that high-quality computing education equips pupils to understand and change the world through computational thinking, creativity and problem solving.
We aim to develop pupils who are confident, responsible and effective digital participants. Pupils will:
- develop computational thinking and problem-solving skills
- use technology to create, organise, store, analyse and present information
- communicate effectively and appropriately using digital tools
- gain knowledge of how digital systems work and how they are programmed
- apply computing across the curriculum
- understand and practise safe, respectful and responsible online behaviour

2. Teaching and Learning

Teachers use a range of strategies such as modelling on interactive screens, direct instruction, hands-on exploration, unplugged activities, group work and differentiated tasks. Pupils are supported to access learning at an appropriate level and develop independence using technology.

3. Curriculum Planning

Birch Primary School uses the **Teach Computing Curriculum** (developed by the National Centre for Computing Education) from Year 1 to Year 6. This scheme provides clear progression in **Computer Science**, **Information Technology** and **Digital Literacy**.

Online safety is taught **regularly and progressively across the school**.

- In **EYFS and KS1**, online safety is embedded through weekly practice, classroom routines and age-appropriate lessons based on Teach Computing and whole-school safeguarding guidance.
- In **KS2**, online safety is taught through **Project Evolve**, ensuring broad, up-to-date coverage across the eight strands of digital citizenship.

Teachers follow the long-term, medium-term and weekly plans provided through the Teach Computing scheme. Plans identify learning objectives, vocabulary, assessment opportunities and progression.
Progression in Computing builds year on year: pupils revisit, deepen and apply their learning within increasingly complex contexts.

4. Early Years Foundation Stage

Technology in EYFS is taught through continuous provision and adult-led activities aligned with the Early Learning Goals. Children learn to:

- explore and operate simple digital devices
- use technology purposefully (e.g., taking photos, accessing age-appropriate apps)
- develop early problem-solving and communication skills

Tapestry is used to document learning, share observations with families, and support assessment across the EYFS framework.

5. Key Stage 1 and Key Stage 2

Teaching is practical and creative. Pupils apply skills across subjects—for example, data handling in maths and research in humanities.
KS1 pupils learn to write simple programs, use digital devices safely and create/store digital content.
KS2 pupils learn to write and debug programs, understand networks, evaluate digital content, use search engines effectively, and present information using a range of software. Project Evolve is used to deliver progressive online-safety teaching in KS2.

6. SEND Provision

We provide a broad and balanced Computing curriculum for all pupils. Lessons are adapted to meet SEND needs through scaffolding, differentiation, targeted adult support and the use of assistive technologies.
Where digital tools support learning (e.g., text-to-speech, voice recording, word-prediction software), they are embedded into classroom practice to enhance accessibility and independence.

7. Assessment

Assessment is ongoing and formative. End-of-unit assessments follow Teach Computing guidance and identifies pupils working towards, at or beyond expectations.

8. Monitoring and Review

The Computing Lead monitors planning, teaching, progression and assessment. They provide staff training and support and ensure the subject develops strategically. The policy is reviewed every two years or earlier if needed.

9. Staff Development

Staff receive training and updates from the Computing Lead and access professional development from Teach Computing. Technical support is provided by Cablers.

10. Resources

The school maintains laptops, iPads, programmable devices (Beebots, Crumble Kits, Micro:bits), interactive screens and digital cameras. Cablers provide remote and on-site support. Subscriptions to digital tools are maintained where curriculum-relevant.

11. Use of Artificial Intelligence (AI)

AI tools may be used by staff to support planning, resource creation and workload reduction, following school safeguarding and data-protection expectations.

Pupils may use age-appropriate AI tools only when:
- the activity is planned and supervised by staff
- data privacy is maintained
- AI is used to enhance learning, not replace pupil thinking
- pupils are taught to evaluate AI critically, understanding that AI output may be biased, inaccurate or incomplete

AI must not be used for:
- submitting AI-generated work as original pupil work
- entering personal data or uploading identifiable pupil information
- bypassing curriculum expectations

Teachers will help pupils develop digital literacy and ethical awareness as AI becomes a normal feature of the digital world.