WESTFIELD PRIMARY SCHOOL

Computing Policy

This Policy was updated by K Beattie

November 2024

Review November 2025

<div align="center">

Westfield Primary School
Westfield Primary School Computing Policy

</div>

Aims

The school's aims are to:

- provide a relevant, challenging and enjoyable curriculum for computing for all children
- meet the requirements of the National Curriculum Programmes of Study for Computing
- use Computing as a tool to enhance learning throughout the curriculum
- to respond to new developments in technology

What is Computing?

The use of Information and Communication Technology is an integral part of the National Curriculum and is a key skill for everyday life. As such, Westfield Primary School recognises that its pupils are entitled to quality hardware and software, alongside a structured and progressive approach to the learning of the skills needed to enable them to use it effectively.

At Westfield, Computing capability includes the skills, knowledge and understanding needed to use a wide range of digital devices and software effectively. This includes the ability to:

- **Communicate and handle information** using digital tools such as iPads, Chromebooks and cloud-based platforms (e.g. Google Workspace). This includes gathering, organising, analysing and presenting information through word processing, internet research, presentation tools and spreadsheets.
- **Understand what algorithms are and how they work**, including how they can be created and followed on digital devices. Pupils learn that programs run by following precise, unambiguous instructions.
- **Create, sequence and debug programs** using age-appropriate tools such as **Scratch**, ScratchJr and block-based programming apps on the iPads.
- **Use logical reasoning** to predict, explain and improve the behaviour of programs and digital systems.
- **Use technology purposefully to create, organise, store, manipulate and retrieve digital content**, using tools such as the iPad camera, drawing apps, Google Docs/Slides, Seesaw and multimedia creation tools.
- **Use technology safely, responsibly and respectfully**, including understanding online safety, protecting personal information, recognising risks, and knowing how to report concerns.
- **Collect, monitor and interpret data**, for example by using built-in sensors on iPads, data-logging apps, or external devices where appropriate.

- **Explore and model ideas using digital tools**, including simulations, problem-solving apps and creative platforms that allow pupils to test out concepts in a virtual environment.

The Computing curriculum at Westfield is split into three strands, Computer Science, Digital Literacy and Information technology. These are defined as follows as linked with:

National Curriculum for Computing (KS1–KS4)
NCCE (National Centre for Computing Education) guidance
Education for a Connected World (UKCIS)
Ofsted's 2024 guidance on digital provision and AI literacy

Computer Science
This strand focuses on developing pupils' understanding of how computer systems and digital devices work. It includes learning about algorithms, programming, networks and data. Pupils use hands-on activities—such as programming in Scratch or using coding apps on iPads—to design, write, test and debug programs. They develop computational thinking skills through problem-solving, logical reasoning and breaking problems into manageable steps.

Information Technology
This strand covers the practical use of digital tools and devices to complete everyday tasks. Pupils learn to use a range of applications such as word processing, presentation tools, data handling software, multimedia creation apps and cloud-based platforms (e.g. Google Workspace or Seesaw). They develop the ability to create, organise, store, edit, retrieve and share digital content purposefully and efficiently.

Digital Literacy
This strand ensures pupils can use technology safely, responsibly and critically. It includes online safety, cyber security, understanding their digital footprint, evaluating online information, and developing positive digital citizenship. Pupils learn how to protect personal information, use the internet respectfully, recognise risks (including those linked to AI-generated content), and understand how to seek help when needed. Digital literacy enables pupils to become confident, responsible and informed users of technology.

The children will have access to a variety of resources which develop these skills. These include, for example:

- Chromebooks
- Ipads
- programmable toys
- internet research
- projectors and interactive whiteboards
- Immersive storytelling headsets (Now>Press>Play)

- VR equipment (see below).

Virtual Reality equipment
Westfield has put into place a risk assessment (Appendix A) following the purchase of VR headsets to be used across the curriculum.

How is it taught?
The National Curriculum for Computing is followed throughout the school. These identify the skills to be taught in each year group and gives suggestions of where Computing can be used across the curriculum. Each subject scheme of work will incorporate planning for Computing where appropriate.

Teachers employ a range of strategies to teach Computing. These include:

- using the computers with projectors and interactive whiteboards to demonstrate to the whole class
- leading a group or class discussion about the benefits and limitations of Computing
- individual and paired activities
- collaborative writing, design and control work in groups.
- using ipads to screenshare and model

All children have access to the Computing suite which has 30 chrome flexed Computers. Children all have a google chrome login. All classes in KS1 have a timetabled slot to work in the ICT suite and this is available on SharePoint for additional lessons
Each class has an interactive whiteboard installed and a teacher's desktop computer. There are 90 ipads within the school that are organised on a timetable across the school, used on an as and when basis. There is remote access for all staff to access the school server from home via school devices. All classrooms are networked to the school server and have access to all software installed on that network and to the internet.

How is pupil progress assessed?
Class teachers update Arbor termly with whether children are working towards, at an expected level or exceeding in computing. There are assessment objectives that teachers tick as children complete different objectives.

How is it monitored?
The Computing co-ordinator Kate Beattie will attend Computing co-ordinator meetings/training courses and feedback information to staff. She will oversee resource needs and organise staff training as necessary. She will monitor the impact of learning and teaching of computing across the school through discussions with children, monitoring displays, teaching, planning and work samples.

What training and support is offered for staff?

- INSET/Staff Meetings
- New members of staff are given an induction by the Computing leads to ensure they are confident with the Computing suite set up and software
- Staff development is intrinsically linked to school need & developments identified through the SDP.

How are parents informed?

- This Policy is available on the school website
- Updates about purchases and developments in the monthly newsletter
- Open door policy if parents have questions or concerns.

How is work evidenced?

It is the responsibility of the class teacher to ensure children's work is evidenced either on Seesaw, Showbie, Google Classroom or on our school system, accessed through the file path below:

It is the expectation that all children in KS2 develop the skills to organise their own work on the system starting in Year 3. In KS1, teachers will identify a small group of 3-5 children that reflect the cohorts within their class and ensure their work is evidenced each week, to reflect the work of the class as a whole. If work can be easily evidenced (e.g. working on Seesaw), all children's work should be saved.

Date: November 2025   Date of next review: November 2026

Signed _____   (Computing Subject Leader)

Signed   K·Hing   (Head Teacher)

This policy should be read in conjunction with SEN, Behaviour, Teaching and Learning, Gifted and Talented, Equal Opportunities and Health and Safety policies.

APPENDIX A

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS
Epilepsy	Seizure, death.	Pupils and staff who have epilepsy.	It is recommended that pupils and staff who have photosensitive epilepsy do not use a VR headset. Teachers will discuss the use of VR with any parents/guardians of children who have epilepsy. Pupils not participating will be provided with an equally engaging activity. https://www.epilepsysociety.org.uk/3d-films-and-virtual-reality#:~:text=Photosensitive%20epilepsy%20affects%20up%20to,of%20flashing%20images%20or%20light.&text=Also%20Virtual%20Reality%20(VR)%20is,and%20more%20in%20everyday%20life.	All teachers to have clear understanding of who this may concern in their class.
Trips/falling over	Sprains, injury.	Pupils and staff.	Pupils and staff participating in the VR workshops will be required to sit or stand in a specified area. This prevents pupils walking into each other/objects in the room.	A safety briefing will be completed with each class prior to using VR.
Illness	Spread of infection.	Pupils, staff and PrimeVR team.	One VR headset per pupil. Every VR headset is cleaned before being passed to another class for use.	Pupils and staff to wash their hands for 20 seconds before using any VR equipment.
Impact on eyesight/balance of children below 7	Deterioration of vision	Pupils	While the direct impact on children's health is not widely known, there are concerns about the use of VR for prolonged periods with children 7 and below. For this reason, we have taken the decision to only use our VR headsets with our KS2 classes.	Children do not use the VR Headsets in KS1