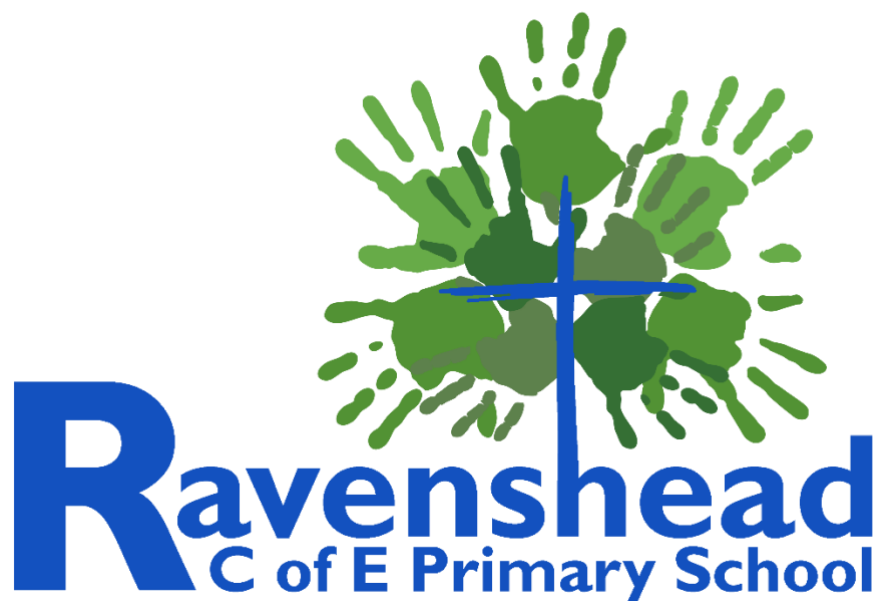




Computing Policy

This policy was updated: September, 2025.

This policy will be reviewed: September, 2026.

Statutory Policy: No.

Our School Vision

Our school vision is based on the theme of '***Taking Care***'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of: ***Kindness, Hope, Courage*** and ***Respect***.

Our vision is inspired by the words in Corinthians:

“Let love and kindness be the motivation behind all that you do.”

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

About This Policy

This policy sets out Ravenshead C of E Primary School's aims and strategies for the successful delivery of computing. It should be read in conjunction with other relevant school policies, including Safeguarding, Online Safety, and SEND.

The policy has been developed by the Computing Leader, Richard Walls, in consultation with the Leadership Team and teaching staff. Guidance from pupil, parent, and staff voice continues to help shape this policy. Computing at our school is delivered using Purple Mash and is based on government-recommended statutory programmes of study.

Due to the fast pace of technological innovation and emerging trends, this policy is reviewed at least at the start of every academic cycle.

Aims

Ravenshead C of E Primary School believes that every child should have the right to a curriculum that promotes excellence, supporting pupils to achieve to the best of their abilities. We recognise the important role technology plays, not only in supporting the Computing curriculum but also in enhancing teaching and learning across the whole school and in day-to-day school life.

We believe that technology can provide:

- Enhanced collaborative learning opportunities
- Greater engagement and motivation for pupils
- Easier access to a wide range of rich content
- Support for conceptual understanding of new concepts
- Support for the needs of all pupils, enabling inclusive learning

Our aims

- Provide an exciting, rich, relevant, and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology confidently throughout their lives.
- Give children access to a variety of high-quality hardware, software, and unplugged resources.

- Instil critical thinking, reflective learning, and a 'can do' attitude, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful, and competent users of data, information, and communication technology.
- Ensure pupils understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared, and manipulated.
- Equip pupils with the skills, strategies, and knowledge to benefit safely from the online world, while minimising risks to themselves or others.
- Encourage the imaginative and creative use of technology to inspire and engage pupils, as well as to support efficient school management.
- Provide technology solutions that strengthen links between home and school.
- Promote computational thinking across the curriculum, beyond Computing lessons.
- Exceed the minimum government-recommended statutory guidance for programmes of study in Computing and related legislative guidance, including online safety.

Online safety has a high profile at Ravenshead C of E Primary School for all stakeholders. We ensure this profile is maintained and that pupil needs are met through the following:

- A relevant and up-to-date online safety curriculum, progressive from Early Years to the end of Year 6.
- Integration of online safety across the wider curriculum, embedding safe and responsible technology use in the day-to-day lives of pupils.
- Training for staff and governors that is relevant to their roles and supports positive outcomes for pupils.
- Effective home/school communication to keep parents informed about online safety matters, policies, and agreements, including guidance on who to contact with concerns.
- Acceptable Use Policies for pupils, staff, and parents, which are signed and readily available.
- Clear procedures in the online safety policy (part of the safeguarding policy) for monitoring online activity and responding to incidents or infringements.
- Appropriate filtering and monitoring systems for all school online access.

Curriculum

As a school, we use the Purple Mash Computing Scheme of Work from Reception to Year 6. This scheme supports teachers in delivering engaging and purposeful lessons that raise standards and enable all pupils to achieve their full potential.

The scheme aligns with the national vision for Computing, providing flexibility, strong cross-curricular links, and integration with the Purple Mash 2Simple Computing Assessment Tool. It also offers excellent guidance and resources to support teachers who may be less confident in delivering computing lessons.

Early Years Outcomes

We aim to provide our pupils with a broad, play-based experience of Computing across a range of contexts. We believe that:

- Early Years learning environments should include ICT scenarios based on real-life experiences, such as roleplay.
- Pupils gain confidence, control, and language skills through opportunities to explore interactive boards, tablets, or remotely controlled toys.
- Outdoor exploration is an important aspect of learning, supported by ICT tools such as metal detectors, controllable traffic lights, and walkie-talkie sets.

- Recording devices can support communication skills, particularly for children who have English as an additional language.

Key Stage 1 Outcomes

- Pupils begin to understand what algorithms are, how they can be implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Pupils can write and test simple programs.
- Pupils can organise, store, manipulate, and retrieve data in a range of digital formats.
- Pupils learn to communicate safely and respectfully online, keep personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 Outcomes

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems, and solve problems by breaking them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; and generate appropriate inputs and predicted outputs to test programs.
- Apply logical reasoning to explain how algorithms work and to identify and correct errors in algorithms and programs.
- Understand computer networks, including the internet, and how they provide multiple services such as the World Wide Web, as well as opportunities for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; evaluate digital content critically; respect individuals and intellectual property; and use technology responsibly, securely, and safely.
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to accomplish goals, including collecting, analysing, evaluating, and presenting data and information.

Assessment

Children are encouraged to engage in self, peer, and group assessment in a positive way, using online collaborative tools such as 2Blog in Purple Mash. Formative assessment takes place during each session or interaction in Computing, with pupils actively involved in the process. Teachers and pupils use the progression of skills documents and 2Simple displays to evaluate learning and progress. Features such as the “Preview” and “Correct” tools in Purple Mash further support timely feedback and assessment. Summative assessment is conducted in line with the school’s assessment cycle. Teachers use electronic work samples from children’s Purple Mash portfolios and enter judgements into the 2Simple Computing Assessment Tool, enabling a clear overview of pupil progress over time.

Resources

A range of resources is available to support the delivery of the Computing curriculum and to enable all learners to achieve their full potential.

Resources are appropriately maintained and replenished as needed, under the oversight of the Computing Leader.

Regular audits of school computing resources are conducted by the Computing Leader, and the results inform budget planning and future resource allocation.

Inclusion

At Ravenshead C of E Primary School, we aim to enable all children to achieve their full potential, including pupils of all abilities, social and cultural backgrounds, those with SEND, and pupils with English as an additional language (EAL).

We place particular emphasis on the flexibility that technology offers in providing access to learning opportunities, especially for pupils with SEND and disabilities. Additional access to technology is provided throughout the school day, and in some cases, beyond the school day, to ensure that all pupils can fully participate in the Computing curriculum.

Monitoring and Feedback

The Computing curriculum is monitored through a range of strategies to ensure quality and effectiveness:

- Work scrutiny to evaluate pupil outcomes and engagement
- Pupil voice to gather insights on learning experiences and enjoyment
- Teacher voice to reflect on teaching practices and curriculum impact
- Reflective teacher feedback to inform ongoing development

Feedback on whole-school areas for development in Computing is shared through staff meetings, INSET sessions, and any other relevant professional forums.

Roles and Responsibilities

Computing Leader

The Computing Leader is responsible for:

- Raising the profile of Computing for all stakeholders
- Monitoring the standards of Computing and providing timely feedback to staff to support development
- Maintaining overall consistency in Computing standards across the school
- Auditing staff training and CPD needs and facilitating appropriate professional development
- Supporting staff with day-to-day practice and curriculum delivery
- Inspiring staff by modelling and sharing new ideas, approaches, and initiatives
- Creating action plans for Computing and developing a long-term vision that feeds into the whole-school development plan
- Preparing budget bids, monitoring expenditure, and ensuring best value in procuring physical and online resources
- Reviewing and developing the Computing curriculum as needed
- Overseeing the effectiveness of the school technician
- Working collaboratively with the Senior Leadership Team to ensure that online safety provision is robust, up-to-date, and compliant with all relevant legislation

Technician (Atom IT Solutions)

The technician is responsible for:

- Conducting routine scheduled maintenance and updates on systems
- Supporting the administration and set-up of online services, including the school website
- Identifying and resolving errors or issues with hardware and software, prioritising as needed
- Routinely checking school filtering, monitoring, and virus protection systems
- Setting up new hardware and installations
- Maintaining network connectivity and stability
- Supporting the Computing Leader and Head Teacher with planning for future infrastructure needs and associated projected costs

Health and Safety

Ravenshead C of E Primary School takes all necessary measures to ensure that both staff and pupils are aware of the importance of health and safety when using technology.

Staff and pupils are trained to handle electrical equipment safely, including how to switch devices on and off correctly. Pupils are regularly reminded of the dangers of electricity and the warning signs to watch for. Appropriate displays and warning signs are strategically placed around the school to reinforce safe practice.

Planning Overview

Year Group	Unit 1 (Year) Number of Lessons	Unit 2 (Year) Number of Lessons	Unit 3 (Year) Number of Lessons	Unit 4 (Year) Number of Lessons	Unit 5 (Year) Number of Lessons
Y1/2 Cycle A	Introduction to PM (1) *	Creating Pictures (2) *	Coding (1)	Coding (2)	
	3	5	6	6	
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital V				
	Purple Mash by 2Simple To be delivered during Collective Worship time on Thursdays				
Y1/2 Cycle B	Introduction to PM (1) *	The Internet (2) *	Creating & Following Instructions (1)	Route Explorers (2) *	Technology Around Us (1)
	3	4	3	4	4
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital V				
	Purple Mash by 2Simple To be delivered during Collective Worship time on Thursdays				

Year Group	Unit 1 (Year) Number of Lessons	Unit 2 (Year) Number of Lessons	Unit 3 (Year) Number of Lessons	Unit 4 (Year) Number of Lessons	Unit 5 (Year) Number of Lessons
Y3/4 Cycle A	Introduction to Purple Mash	Email (3) *	Unpacking Hardware & Software (4) *	Effective Searching (4)	Coding (3/4)
	2	6	4	4	6
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital V				
	Purple Mash by 2Simple To be delivered during Collective Worship time on Thursdays				
Y3/4 Cycle B	Introduction to Purple Mash	Spreadsheets (3)	Introduction to AI (4)	Logo (4) *	Coding (3/4)
	2	6	4	4	6
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital V				
	Purple Mash by 2Simple To be delivered during Collective Worship time on Thursdays				

Year Group	Unit 1 (Year) Number of Lessons	Unit 2 (Year) Number of Lessons	Unit 3 (Year) Number of Lessons	Unit 4 (Year) Number of Lessons	Unit 5 (Year) Number of Lessons
Y5 25/26 Cycle A	Introduction to Purple Mash	Graphing (6)	3D Modelling (6)	Game Creator (5)	Coding (5/6)
	2	4	4	5	6
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World				
	Purple Mash by 2Simple To be delivered during Collective Worship time on Thursdays				
Y6 25/26 Cycle B	Introduction to Purple Mash	Blogging (6)	Data Detectives (6)	Coding (5/6)	Introduction to Python (6)
	2	4	4	6	4
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World				
	Purple Mash by 2Simple To be delivered during Collective Worship time on Thursdays				

Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World

To be delivered during Collective Worship time on Thursdays
Click here: [Purple Mash by 2Simple](#)

Theme	Year Group and Number of Sessions						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-Image and Identity	1	2	2	3	3	2	3
Online Relationships	2	4	7	6	3	5	4
Online Reputation	1	2	3	3	2	2	2
Online Bullying	2	1	3	2	3	6	2
Health, Wellbeing and Lifestyle	1	1	1	2	2	4	4
Privacy and Security	2	3	4	3	4	3	6
Managing Online Information	2	3	5	6	6	9	11
Copyright and Ownership	2	4	2	1	2	2	2
Total amount of sessions	13	20	27	26	25	33	34