



Broom Barns Primary School

Computing Policy

July 2026

Computing Policy

This policy document sets out the school's aims, principles and strategies for the delivery of Computing.

Computing skills are a fundamental part of lifelong learning. Learners use and apply their computing knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. We encourage them to become independent users of technology, recognising opportunities and risks and using strategies to stay safe.

Roles and responsibilities

The Head Teacher has overall responsibility for the safe use of computing.

The Computing Subject Leader

- agrees and writes a school action plan, based on the whole school development plan
- informs staff of new developments in the curriculum and provides information on best practice in computing
- embeds and monitors the scheme of work for the computing curriculum monitors planning and assessment termly
- observes lessons, monitors and supports staff in their teaching of computing
- ensures that training needs are met ensures that the computing curriculum is inclusive
- works closely with the contracted technician to solve any technical problems
- reviews the school's computing policy

Teaching and Learning

Computing curriculum

The school uses the computing scheme of work provided by Purple Mash, 2Simple for each year group from Year 1 to Year 6 as the basis for the Computing curriculum. Pupils

in the Early Years Foundation Stage will experience computing through the early learning goal from the “technology” strand in the “understanding the world” area of learning. Children should be taught to recognise that a range of technology is used in places such as homes and schools.

Approaches to Teaching and Learning

Each class has timetabled weekly access to the computers in the ICT suite to deliver the Computing programme of study. Skills developed should be reinforced in the classroom wherever possible using a range of resources. Computing lessons include a range of activities which will provide opportunities, as required by the National Curriculum to enable pupils to:

- Explore ICT and learn to use it confidently and with purpose to achieve specific outcomes.
- Use ICT to develop their ideas and record their creative work.
- Undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development.

Assessment, recording and reporting

Formative assessment of computing will take place during the teaching of discretely taught computing sessions and cross curricular sessions. Summative assessment will be carried out termly at the end of each unit, using the Purple Mash 2 Simple scheme of work and will reflect the development of children’s computing capability. All staff should complete the assessment tracker found in AM7 at the end of each term. The computing Subject Specialist organises the collection of samples of computing work following staff moderation on a termly basis.

Monitoring

The monitoring of the standards of the learner’s work and of the quality of teaching in computing is the responsibility of the Computing Subject Specialist who reports to the Leadership Team. This is achieved through: work sampling, monitoring of planning and lessons, discussion with staff and pupils and looking at computing displays.

Resources

Resources are purchased and deployed effectively to meet the requirements of the Early Years Foundation Stage Curriculum and National Curriculum. The school has 37 ipads, 80 chrome books, each classroom has an interactive whiteboard with every classroom teacher having a home laptop. The school has access to a range of hardware and

software resources which are stored centrally, including digital cameras, and beebots. The Computing Subject Specialist is responsible for auditing and maintaining a computing software and hardware inventory.

The overall maintenance of technology equipment is carried out by our technician. All teachers are responsible for ensuring that equipment is looked after and faults reported either to the Computing Co-ordinator or the school technician using the Computing log book in the staffroom.

Equal Opportunities and Inclusion

In line with the schools Equality Scheme, planning should take into account the needs, gender, race and religious beliefs, within each year group so that all pupils find the work accessible, stimulating and, whenever possible, appropriate to their interests. Teachers give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Computing can be made more accessible to pupils with special educational needs through the use of assistive technology such as adapted mice or keyboards. Technology can also facilitate the inclusion of pupils learning English as an additional language. The user interface of the operating system or application software can be set to a wide variety of languages.

Pupils with special needs may well find it easier to express their ideas and feelings in a visual way and will benefit from 'open ended' tasks and activities. Each Pupil is encouraged to feel their work is respected and of equal value to the work of others. We aim to give all pupils the opportunity to develop an appreciation of computing and digital technology available within the wider world through topic work. Teachers present pupils with a large variety of digital technology to enable them to develop an understanding of the digital world around them. All class teachers are aware that some children may be considered to be more vulnerable online due to a range of factors. They ensure that differentiated and ability appropriate online safety (e-Safety) education is given, with input from specialist staff as appropriate (e.g. SENCO, Looked after Child Coordinator).

E-Safety and Acceptable Use

It is essential to educate, empower and prepare children and adults for the potential risks that are associated with technology. Upon entering the school pupils and their parents are required to sign an Acceptable Use Agreement for Students for computer use and internet access at school.

All staff starting their employment at Broom Barns are also required to agree to an acceptable use policy. The policy is agreed and formalised for staff, students, parents and governors (see 'Acceptable Use Policy')

Screen Use

Use of Technology in School

The school recognises the benefits that technology can bring to teaching, learning, communication and pupil development. The use of technology within the school will be age-appropriate, balanced, and aligned with current government and Department for Education (DfE) guidance. Staff will promote healthy technology habits, ensuring that screen-based activities support educational outcomes while also encouraging physical activity, social interaction, creativity, and wellbeing.

For primary-aged pupils, technology will be used in a planned and purposeful way to enhance learning. The school will teach pupils how to use digital devices safely, responsibly and respectfully, including developing an understanding of online safety, privacy, screen time, and the appropriate use of emerging technologies such as artificial intelligence (AI). The school will review its practices and follow updated DfE and government guidance relating to children's use of technology and screen time as it becomes available.

Policy Statement

The school will follow current Department for Education and government guidance regarding the safe, healthy and appropriate use of technology by children. Technology will be used to support learning and development, while promoting pupil wellbeing, safeguarding, and a balanced approach to screen use both in school and at home.

At Broom Barns Primary School we:

- do not allow children to view screens in a passive or sedentary way, without any interaction or communication from educators
- only use screens with children for short periods at a time, to protect children's ability to focus and concentrate
- provide screen-free zones: consider designating certain spaces as permanently screen-free to protect social interaction and learning
- avoid using screens with children during mealtimes
- don't have screens on in the background, as they can distract from activities such as social interaction and active play
- avoid using screens for routine management or to calm children, as this impacts on children's ability to learn to self-regulate - screens are also not used to occupy children (including during periods of transition throughout the day) or manage their behaviour

Use of Mobile Technology

The school recognises that mobile and smart technology is becoming increasingly sophisticated and accessible to children. To safeguard pupils and minimise disruption to learning, children should not bring

personal electronic devices to school, including mobile phones, smartphones, smart watches, tablets, cameras, or other internet-enabled devices.

The only exception is for pupils in **Years 5 and 6 who walk to and from school independently** and require a mobile phone for safety reasons. In these circumstances:

- Parents must inform the school that their child will be bringing a mobile phone.
- Mobile phones must be switched off and handed to a member of staff on arrival
- Devices must not be used during the school day, including at break and lunchtime.
- The school accepts no responsibility for loss, theft, or damage to personal devices brought onto the school site.

Use of Artificial Intelligence (AI)

The school recognises that Artificial Intelligence (AI) can support teaching, learning and administrative tasks when used appropriately. The DfE's "**Generative Artificial Intelligence (AI) in Education**" guidance was **most recently updated: 12 August 2025**

- Staff may use approved AI tools to support lesson planning, resource creation, assessment, and administrative tasks.
 - AI must not replace professional judgement or teacher decision-making.
 - Any content created using AI must be checked by a member of staff for accuracy, suitability, and age appropriateness before use with pupils.
 - Personal, confidential, or sensitive information relating to pupils, staff, or families must not be entered into AI tools unless approved by the school and compliant with data protection requirements.
 - Staff should teach pupils about the benefits, limitations, and responsible use of AI as part of digital literacy and online safety education.
 - AI must not be used to create inappropriate, harmful, discriminatory, or misleading content.
 - Any concerns regarding the use of AI should be reported to the Headteacher, or Computing Lead.
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- Pupils must only use AI tools approved by the school.
 - Pupils must be supervised by staff when using AI tools in school
 - Pupils must not enter personal information about themselves, other pupils, staff, or families into AI systems.
 - AI may be used to support learning, but pupils must not present AI-generated work as entirely their own.
 - Pupils should check information provided by AI with the support of a teacher, as AI can sometimes provide inaccurate information.
 - Pupils must report any inappropriate, harmful, or upsetting AI-generated content to a member of staff immediately.

- The use of AI must comply with the school's Online Safety, Acceptable Use, Behaviour, and Safeguarding policies.