

TANKERSLEY C of E (A) PRIMARY SCHOOL

COMPUTING POLICY



***“Guide me in your truth and teach me, for you are God my saviour
and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2026

Next review September 2028

Tankersley St. Peter's C. of E. Primary School

Computing Policy

Introduction

This policy sets out the school's aims, principles and strategies for teaching Computing and using digital technology safely. It is linked to the School Development Plan and supports the development of Computing over the next three years. It should be read alongside the school's safeguarding and child protection, online safety, acceptable use, data protection and behaviour policies. An annual check will ensure that it reflects changes in technology, guidance and safeguarding risks.

Digital technology includes equipment, software and services that allow users to create, process, store or communicate information. Resources may include:

- ◆ Desktop and laptop computers
- ◆ Tablets and interactive displays
- ◆ Programmable devices and physical computing equipment
- ◆ Assistive technology and accessibility tools
- ◆ Audio, video and digital photography equipment
- ◆ Approved cloud services, online platforms and educational software

The School's Aims

At Tankersley Primary School our aim is to enable pupils to use digital technology confidently, effectively, independently and safely. We strive to achieve this through our teaching of Computing by:

- Developing students' computational thinking skills.
- Equipping students with the essential digital literacy skills required for the 21st century.
- Fostering creativity and innovation through the use of technology.
- Meeting the requirements of the National Curriculum for Computing and enabling all children to achieve the highest possible standards.
- Using digital technology to support learning across the curriculum.
- Utilising cross-curricular links to enhance the application of Computing skills in other subjects.

The school's curriculum organisation

The curriculum will cover three main aspects: Computer Science, Information Technology, and Digital Literacy. Each class is assigned a 1-hour slot in the timetable each week to ensure each child has full access to the curriculum.

The school has adopted the Purple Mash scheme of work. This is a fully comprehensive, progressive scheme of work running from Year 1 through to Year 6. There are several modules and units covered in this planning. Please see Subject in Spotlight folder.

Computing skills are also applied across other subjects where technology supports learning and provides meaningful opportunities to practise and develop these skills.

Online safety is taught explicitly through the Purple Mash online safety modules and current, school-approved resources. Learning shows age-appropriate progression and is reinforced through the 1 Decision PSHE curriculum, other subjects and Safer Internet Day. Resources previously supplied through National Online Safety may continue to be used where they remain current and appropriate. Opportunities to support pupils, staff, parents, carers and governors are regularly sought.

Each member of staff has relevant documents relating to the Purple Mash progressive scheme of work and modules, and individual lessons are broken down from there.

When planning work involving the use of technology, teachers should be aware of the following points:

- identifying opportunities for the development of computing skills
- identifying opportunities to develop online safety knowledge and skills
- ensuring progression in knowledge and skills across the three strands of Computing
- planning activities where digital technology is used as a tool to help achieve a curriculum objective for another subject
- planning activities involving whole class teaching, where digital technology is used by the teacher to enhance the depth and pace of pupils' learning
- ensuring there are opportunities for pupils to work individually or collaboratively, in pairs or small groups
- how activities can be modified to give access to pupils with special needs or pupils who need extension activities
- ensuring the necessary time or support is available to enable the pupils to carry out the activity

Monitoring by the Computing Lead will ensure that the long-term planning includes full coverage and progression in the programmes of study, and the delivery of the Computing scheme of work and the cross-curricular requirements of other subjects.

Teachers are responsible for ensuring that the support staff are briefed about the activity they are to support and receive a copy of the lesson plan for that activity.

Recording, assessment and reporting

Each teacher maintains a class record of each child's progress in computing skills. Formative assessment will be used to gauge students' understanding and progress in Computing. This is recorded at the end of each unit of work by RAG rating each child's final piece of work directly on Purple Mash. Feedback will be given to students to help them improve their computational skills. Progress in Computing will be tracked and monitored to ensure students are meeting age-related expectations.

At the end of the year, teachers make an overall judgement against the school's Computing curriculum and age-related expectations, informed by evidence across computer science, information technology and digital literacy.

Each child keeps an electronic portfolio of their work, which they select to show their progress in the different strands of computing capability, and a computing book which is updated with one new piece of work each half term.

Teachers keep an annotated portfolio of work showing progression and curriculum coverage. The Computing Lead reviews computing books and electronic portfolios and supports moderation to ensure that assessment judgements are consistent.

Pupils' attainment and progress in Computing are reported to parents and carers through the school's reporting arrangements, including at the end of each key stage.

The Computing Lead will be responsible for:

- The monitoring of long- and medium-term planning
- Supporting the delivery of the scheme of work
- Assisting in managing the budget for digital technology and the provision of resources and consumables
- Ensuring that resources are maintained and repaired as needed
- Preparing and implementing the Computing development plan with the support of the senior leadership team (SLT).
- Identifying the training needs of staff and delivery of some training or support in school
- Supporting online safety teaching and staff development in liaison with the designated safeguarding lead (DSL).
- Training, managing and directing Digital Leaders.
- Promoting current, approved online safety resources amongst staff, pupils, parents and carers.

The class teacher will be responsible for:

- Ensuring that each child has access to digital resources
- Knowing the resources available for their class and obtaining training or support in their use where needed.
- Planning, recording, delivery and assessment of Computing activities
- Ensuring appropriate activities are planned and monitored for support staff and parent helpers and that time is set aside to brief them.
- Promoting and following online safety procedures, supervising pupils' use of devices, and reporting safeguarding concerns promptly to the DSL or deputy DSL in line with school procedures.
- Using approved digital technology for planning, preparing professional materials and recording assessment data.
- Using current, approved online safety guides, lessons and training to address cohort-specific issues.

The IT technician will be responsible for:

- ◆ General maintenance of the digital technology equipment within school
- ◆ General assistance required by members of staff regarding the use of hardware or software in school
- ◆ General duties in line with the running and security of the network, including technical support for filtering and monitoring in liaison with SLT and the DSL.
- ◆ Keeping up to date information relating to our software licences
- ◆ Procuring estimates for the purchase of new software and hardware.

Teaching and learning styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning styles. These will include:

- Using the computer and other digital technology equipment to demonstrate to a group of pupils or the whole class
- Using interactive displays for everyday curriculum activities.
- Leading a group or class discussion about the benefits and limitations of digital technology
- Planning for individual or paired work at the computer, giving support where needed.
- Encouraging pupils to support each other
- Ensuring opportunities for collaborative group work
- Using pupils to demonstrate or teach a skill to others, where this is of benefit to all those involved
- Planning groups so that all children are equally active and have equitable opportunities to use devices and develop practical skills.
- Planning activities to allow for different levels of achievement by pupils or to incorporate possibilities for extension work.
- Supporting or intervening where appropriate to reinforce an idea or teach a new point.
- Creating displays of digital technology generated work
- Assigning Digital Leaders to work with a specific child or group.

Inclusion

All children should have equitable access to Computing and digital technology. Activities are inclusive regardless of gender, disability, ethnicity, social circumstances or educational need. Reasonable adjustments and accessible resources support pupils with special educational needs and disabilities (SEND). We achieve this by:

- Careful planning of groups to ensure that hands-on experience is equitable
- Checking software, online resources and teaching materials for accessibility, balanced representation and stereotypes.
- Providing advice to teachers on the digital technology support which can be offered to individual children with particular educational needs, including high ability pupils
- Using external specialist support to assess a child's specific needs and providing specialist equipment or software
- Recognising that some children have limited access to devices or reliable internet at home and providing suitable opportunities to access equipment in school.
- Ensuring good role models amongst staff of digital technology usage
- Providing a balance of individual and collaborative activities, with appropriate challenge and support.
- Providing a lunch-time computing club once per week run by the Digital Leaders and Computing Lead.
- Ensuring that each class is timetabled to have at least one computing session per week.
- Liaising with parents and carers and providing resources or opportunities to develop their online safety knowledge.

Digital resources

The Computing Development Plan describes the long-term strategy for the provision of digital technology resources and the School Development plan identifies the finance to implement the plan.

Purchases are planned to ensure that the computer equipment and software remains up to date, with a gradual policy of replacement and renewal of older equipment. The Computing Lead reviews new equipment and software as it comes on the market in order to remain up to date with developments and to offer advice, along with the technician, on the purchase of new resources. Subject co-ordinators are included in planning the purchase of software and equipment for their subject. The list of software and hardware is regularly reviewed.

School-managed devices have approved software and services to meet the scheme of work and the needs of other subjects and SEND. The Computing Lead and IT technician advise staff on available resources. Devices are managed with appropriate security settings, supported software and up-to-date malware protection.

Only authorised staff may install or approve software, applications, browser extensions or online services for school use. Licensing and subscription records are maintained by the school business manager with IT support. Safeguarding, accessibility, data protection and security are considered before a new service is introduced.

Training and Support for Staff

The Computing Lead regularly reviews staff skills and training needs. Time is allocated for support and staff can attend appropriate courses, including non-teaching staff where relevant. Current training may be provided by Purple Mash and approved online safety providers. The DSL leads safeguarding and online safety training, including staff responsibilities for filtering and monitoring.

When new staff join, the Computing Lead explains this policy and assesses their Computing training needs. Induction also covers acceptable use, online safety, data protection and incident reporting. The Computing Lead is supported to attend relevant professional development.

Health and Safety

- All workstations offer a safe environment for pupils and staff to work:
 - all electrical equipment is regularly checked
 - wires must not be allowed to trail on the floor or worktops
 - chairs and tables are at an appropriate height for the children
 - lighting is suitable and monitors are not facing bright direct lighting from a window
 - the room is adequately ventilated
- Children and staff do not eat or drink near the computers
- Children are aware of the dangers of using electrical equipment and are taught the rules for safe use of the computers, such as how to switch them on and off correctly
- Children do not work at the computer for long periods of time without a break
- Where projector-based interactive whiteboards are used, children and adults are advised against looking directly into the projector beam.
- Children and adults understand online safety rules and how to report concerns or breaches of acceptable use.
- Filtering, monitoring and supervision support safe use of technology, as set out below.

Online safety and safeguarding

Online safety forms part of safeguarding and follows Keeping Children Safe in Education 2026 and subsequent updates. The DSL leads the school's approach, supported by SLT and the governing body. All staff read Part One of the current guidance and follow the school's safeguarding procedures. The Computing Lead supports teaching and resources; this does not replace the DSL's safeguarding responsibilities.

Teaching addresses age-appropriate risks relating to content, contact, conduct and commerce, including harmful content, online bullying, manipulation, privacy, misinformation, scams and AI-generated material. Pupils learn to keep personal information private, evaluate information and seek help from a trusted adult. Staff report concerns promptly to the DSL or deputy DSL and record them through school safeguarding procedures. Where a child is at immediate risk, staff follow emergency safeguarding procedures without delay.

Filtering and monitoring

The governing body has strategic oversight and identifies a responsible governor and SLT member. SLT arranges provision and reviews its effectiveness; the DSL leads the safeguarding response to reports and alerts; IT support maintains systems, provides reports and completes technical actions. Staff supervise device use and report unsuitable content, system failures and restrictions affecting legitimate teaching.

Provision is reviewed at least once each academic year by SLT, the DSL and IT support, involving the responsible governor. Checks, findings and actions are recorded. Reviews consider pupils' ages and needs, all school-managed devices including off-site use, guest and other relevant access, and limitations with applications and real-time, personalised or AI-generated content. Significant changes or new risks trigger an additional review.

Filtering should block harmful and inappropriate material without unreasonably restricting learning. Monitoring supplements classroom supervision. The monitoring plan provides at least weekly incident reports and immediate escalation of high-risk alerts to the appropriate safeguarding or technical lead. Actions and outcomes are recorded. Staff, pupils, parents and carers are informed about filtering and monitoring through acceptable use information and privacy notices.

Internet and email use

Internet, email and remote access must follow the school's acceptable use and online safety procedures and any applicable Barnsley local authority requirements. Staff use approved school accounts and communication channels for school business. Pupils are taught age-appropriate rules for respectful communication, privacy, reporting concerns and responsible use of digital content.

Cyber security

SLT and IT support oversee cyber security in line with DfE digital and technology standards. Cyber risks are reviewed at least annually and following significant incidents or changes to systems. Measures include:

- Secure accounts, strong passwords, appropriate access permissions and prompt changes to access when staff join, move roles or leave.
- Multi-factor authentication for staff cloud and remote-access accounts and IT administrator accounts, with suitable accessibility support.
- Supported software, timely security updates, firewalls and malware protection. Only authorised software and devices may be used.
- School-approved removable storage only, encrypted where it contains personal or confidential data and checked for malware. No storage device can be assumed to be risk-free.

- Staff training on phishing, suspicious links and attachments, password security, ransomware and incident reporting, with age-appropriate cyber awareness for pupils.
- Prompt reporting of suspected cyber incidents to IT support and SLT, and to the DSL or data protection officer where relevant. Staff follow the school's incident response and business continuity procedures.
- Managed, secure backups of important school data, including protected off-site copies. IT support tests restoration at least termly and reviews the backup plan annually and after significant changes. Staff save work in approved locations.

Generative artificial intelligence

Staff and pupils may use only AI products and features approved by the school following consideration of educational purpose, safeguarding, age restrictions, accessibility, filtering and monitoring, data protection and DfE AI product safety expectations. Pupil use must be age-appropriate, planned and supervised; pupils must not create accounts or access tools contrary to provider age restrictions.

Staff check AI outputs for accuracy, bias, suitability and copyright before use and remain responsible for teaching, assessment and professional decisions. Pupils are taught that AI can produce convincing errors and misleading images or text. AI supports learning and must not replace pupils' own thinking or be presented as their independent work.

Personal, confidential or safeguarding information must not be entered into public or unapproved AI tools. Any exceptional use of personal data in an approved system requires prior authorisation and advice from the data protection officer, a lawful basis, appropriate safeguards and a data protection impact assessment where required. AI-related safeguarding concerns follow the usual reporting procedures.

Data protection

Digital systems, cloud services, photographs, monitoring records and AI use must comply with the school's data protection policies, UK GDPR and the Data Protection Act 2018, as amended. Staff use approved accounts and storage, share information securely, apply access and retention rules, and report suspected data breaches promptly through school procedures. The data protection officer advises on new services, privacy notices, processor arrangements and impact assessments.

Monitoring and review

The Computing Lead checks this policy annually with SLT and the DSL, involving IT support and the data protection officer where relevant. A full review involving staff takes place every three years. Changes in guidance, technology or safeguarding risks may require an earlier update. Governing body approval follows the school's policy approval arrangements. The annual filtering and monitoring review is recorded separately and must not wait for the three-year policy review.

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Related guidance

National Curriculum for Computing

Keeping Children Safe in Education

DfE digital and technology standards including filtering monitoring and cyber security

DfE generative AI guidance and product safety standards

DfE data protection in schools