Computing Policy

Our Shared Vision

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: QED Governors Committee	**Date:**
Signature (Chair of Committee): H Hamid	**Signature (Headteacher):** M Ziane

Last reviewed on: September 2025	**Next review date:** September 2026

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3 Best Interest of the Child

The best interests of the child must be top priority in all decisions and actions that affect children.

Article 5 Parental Guidance and a Child's Evolving Capacities

Governments must respect the right and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

Article 16 Right to Privacy

Every child has the right to privacy. The law should protect the child's private family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 Access to Information from the Media

Every child has the right to reliable information from a variety of sources, and government should encourage the media to provide information that children can understand. Governments must help protect children from material that could harm them.

Article 28 Right to Education

Every child has the right to education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 Goals of Education

Education must develop every child's personality, talents, and abilities in full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Why Teach Computing?

The Independent Review of the Primary Curriculum: Final Report, published in April 2009 stated that 'ICT can make the unique contribution of strengthening each of the areas of learning, and literacy and numeracy. Along with literacy, numeracy and personal development, ICT should therefore be at the core of the primary curriculum and be taught both discretely to capture its essential knowledge and skills and through its application across the whole curriculum.'

Computers permeate every aspect of our lives. You can do anything you imagine on-line these days, from watching TV to ordering your weekly shop. Computer literacy is becoming more and more necessary and it is our responsibility to equip our students with the essential life-skills they will need in Computing.

The Computing curriculum covers a broad range of knowledge and skills across the areas of Computer Science (including programming and computational thinking), Digital Literacy (including online-safety) and Information Technology.

Aims

- For pupils to become computer and keyboard literate and confident in using a wide range of computer technologies and enjoy the experience.
- To introduce pupils to a range of applications and resources, enabling them to build skills to identify and select appropriate techniques to deal with a range of tasks and problems.
- For pupils to have the opportunity to progress at their own level and to build on their existing understanding.
- To teach pupils the importance of keeping themselves safe online and to develop their understanding of computing and its implications in everyday life.
- To use IT to improve access to the curriculum for pupils with Special Educational Needs and to promote equality of opportunity across the whole curriculum for all pupils.
- For pupils to decide when it is appropriate to use IT and to be able to evaluate both their own and others use of it.

The Role of the Computing Coordinator

In line with school expectations for curriculum leaders, it is the responsibility of the Computing coordinator to ensure that:

- a computing suite timetable is in place, (giving equality of access to all classes)
- that the agreed Computing scheme of work is implemented and teachers are supported with planning
- facilities and opportunities are available to integrate Computing within the broader curriculum
- other subject coordinators are aware of ways to integrate Computing within their subject areas, (including SEND provision)
- there is effective liaison with the school technicians (Elementary ICT)
- the school is kept up-to-date with new technological developments/ government initiatives
- there is an annual action plan completed (based on the development plan)
- annual expenditures are budgeted for (including consumables, computer upgrades, internet subscription and technical services)
- effective monitoring is carried out (re: coverage, planning, displays, suite use, attainment)
- staff are made aware of Computing developments; any projects and their implications; analysis of results
- standards are analysed, evaluated and raised
- strengths and weaknesses are evaluated
- training is planned and implemented according to staff needs assessment, (which may include courses, shared practice, individual support)
- there is consistency in practice
- the Computing coordinator's file and paperwork is kept up-to-date
- there is regular liaison with the school management team (due to the high profile of Computing; its complex nature and high budgeting costs)
- the Computing curriculum is appropriately resourced, (lesson resources, hardware, software, printed resources, online resources, etc)
- the computing suite is maintained as a stimulating and organised learning environment
- ways to move forward within Computing are visualised and realised
- the Computing policy and other related policies are reviewed and updated regularly
- Computing is assessed appropriately
- parents are regularly informed about important things, e.g. online safety

The Role of the IT Technician (Elementary ICT)

It is the responsibility of the IT technician to:

- Ensure school data is backed up daily
- Ensure new hardware purchases are kept up-to-date in asset register
- Liaise with, and report to Computing coordinator
- Research necessary technical upgrades/ replacement parts
- Maintain school hardware
- Maintain the server and remote access system
- Troubleshoot and solve any day-to-day IT issues (reported via the online helpdesk)
- Maintain User Administration across subscribed services

Planning

The school follows the Teach Computing scheme of work across Years 1–6. Every year group covers work across four key strands: Computing Systems and Networks, Creating Media, Programming, and Data and Information. In addition, online safety and digital literacy are embedded throughout the curriculum to ensure pupils learn how to use technology safely, respectfully, and responsibly. It is the responsibility of individual class teachers to plan from the Teach Computing scheme and show differentiation appropriate to their class. The Computing coordinator reviews and monitors planning to ensure progression and consistency between year groups and across strands. Resources to support the scheme are regularly updated, and additional guidance is provided to teachers where needed, particularly for those less confident in the teaching of Computing. These plans may be adapted and changed as necessary to meet the needs of our pupils but must ensure that objectives are being met, especially key objectives.

The Computing coordinator holds long and medium-term plans across all year groups and these are regularly reviewed to ensure progression and to help develop cross-curricular links to Computing.

The topics studied in Computing are carefully sequenced within the Teach Computing scheme to build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and planned progression is built into the scheme of work so that the children are increasingly challenged as they move up through the school.

Embedding Computing within the Broader Curriculum

The versatility of computer technology to aid learning in all other curriculum areas is very well recognised in Becontree Primary School. All staff are enthusiastic and committed to teaching children the wide-ranging Computing skills so they have the ability to use Computing as a tool for learning in other subject areas, and to critically evaluate when it is best used. Below are examples of the ways Computing has been structured to enable Computing integration.

The school has one computing suite (named the Ada Lovelace Suite) containing 31 PCs, 60 laptops stored on two trolleys (with mice to ensure that children do not lose the skill of mouse control), 90 Chromebooks stored on 4 charging trolleys, a set of 16 iPads on 1 charging trolley and a number of spare laptops and Chromebooks available for group interventions and for home loans for families without appropriate devices during periods of home learning.

The computing suite is timetabled to ensure equality of access between classes in years R-4 for Computing lessons. Years 5 and 6 each have a lesson timetabled with one of the laptop trolleys (with mice) for their Computing lessons. Each class has one session a week – a session in which it is intended for the current unit of work to be delivered. The Chromebooks, laptops, un-reserved time in the computing suite and the iPads are bookable on a day-to-day basis for cross-curricular Computing lessons decided by the teacher.

The Computing coordinator works collaboratively with subject coordinators, to raise staff awareness in the ways Computing can be embedded into other curriculum areas. We use Google Classroom in KS2, to encourage collaborative work and cross-curricular projects and also for periods of remote learning. Remote learning in KS1 and EYFS is via Class Dojo.

At Becontree it is recognised and understood, that it is the responsibility of subject coordinators to order software that aids teaching and learning within their subjects.

The purchasing of new IT equipment, such as visualisers, digital cameras (video and still), iPads, Crumbles, a Wii games console and data loggers, and the increasing availability of on-line resources, (e.g. Purple Mash), are enabling the embedding of Computing in new ways. Each classroom and teaching base also has a Promethean interactive touch-screen, to further boost pupil engagement.

Assessment

Teachers assess children's work in Computing by making informal judgments as they observe them during lessons. On completion of a piece of work, the pupil's work is saved on the hard drive, if appropriate; the teacher can then evaluate it and feedback or recap learning as necessary.

Hardware

All IT equipment is documented in the asset management software and a yearly audit takes place.

All computers in the school are connected to the school server via a vanilla network (rolled out in 2022 and maintained by Elementary ICT). Every classroom has a computer, connected to the interactive screen and visualiser.

The computing suite (Ada Lovelace Suite) has 31 computers. This allows classes to work in the suites with 1 machine assigned solely for the teacher's use. The school has full Wi-Fi coverage.

The school owns 2 Wii games consoles with Wiimotes, nunchucks, a wireless receiver and a selection of games.

In addition, there are two computers in both the staffroom and teachers' PPA office. All small teaching rooms have computers, interactive screens and visualisers. The Foundation Stage classrooms each have a computer for pupils' use.

Teachers' Laptops

We have a number of spare laptops for teachers to use in case they do not have access to technology at home. Laptops remain the school's property and must be returned when a teacher leaves employment of the school.

Visualisers, Projectors, Speakers & Interactive Screens

There is a visualiser, speakers and Promethean interactive screen in each class and support teaching room, and an interactive screen and visualiser in the computing suite. There are also visualisers, projectors and sound systems in both the Sunshine hall and the KS2 hall.

Software

All software is licensed. Licenses are available online or are filed in the Computing coordinators file.

The Computing coordinator aims to distribute a software list to staff, periodically, to highlight the programs not used. This will then lead to the identified titles being re-evaluated by the relevant coordinator. If deemed useful, staff training on the software will be planned and implemented; otherwise the software will be uninstalled from the network.

Staff Access to Network and Machines

All staff login to the server with accounts generated by LGfL synced with RM Integris. Usernames have the format, first initial and surname and possibly some numbers, followed by .301. e.g. Joanne Sines = jsines.301 or jsines245.301. Staff can apply their own password if they wish although these would need to be changed with LGfL as well as on the school server if the passwords for email and the server are to match.

School users log into other subscribed services, such as Google Classroom, via Wonde.
All pupils from year 3 have individual logins. Early Years and Key Stage 1 pupils login with their year group as username. E.g. Year 2 log in as year2 as username. Pupil accounts are password protected from year 3.

System Maintenance

The school purchases services from Elementary ICT to deal with major technical problems and to offer technical advice. These services are budgeted for annually, by the Head Teacher and Computing coordinator.

They also deal with other technical issues. All staff, teaching and administration staff, are required to log any issues

with hardware or software through an online helpdesk. These problems are reviewed on a daily basis by the Elementary ICT and are often resolved remotely.

Internet Access

The borough provides filtered Internet access through LGfL. It is designed to prevent any offensive and inappropriate material being viewed in school.

The School Website

The school website is www.becontreeprimaryschool.com. The site contains information about the school, as well as a news page and gallery area, which are updated by staff. It also has a blogging site. The website last had an update in September 2025.

Equal Opportunities

At Becontree Primary School we teach Computing to all children, whatever their ability. In some instances, the use of IT has considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we consider the targets in the children's Education, Health and Care Plans (EHCPs).

We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to IT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity that are matched to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children;
- Understanding online access issues faced by some families and identifying which families need support;
- Loaning school devices to families without access to appropriate equipment, during times of remote learning.

Display

There are long-term poster displays in the computing suite. These are used to promote diversity in computing particularly the achievements of women in computing. There is also a display board inside the computing suite for Computing, showcasing Ada Lovelace and her contribution to Computing. There is also a display board dedicated to the work of the Digital Leaders in the corridor.

Use of IT Facilities Out of School Hours

Out of school hours, the school offers training sessions as needed on computing resources and software for teachers and teaching assistants to attend.

The website provides educational links for children to access from home.

Periods of remote learning, and some homework tasks, are delivered via Class Dojo in Early Years and KS1 and Google Classroom in KS2.

Monitoring

It is the joint responsibility of the Senior Management Team and the Computing coordinator to monitor the quality of teaching and learning of Computing lessons. It is the responsibility of the Computing coordinator to monitor the progression in Computing skills and pupils' attainment within Computing lessons.
The Computing coordinator is responsible for monitoring:

- Planning
- Use of the computing suite to ensure coverage of all Computing skills and Teach Computing scheme of work

units
- Attainment in Computing
- High planning levels matched to children's attainment
- Broad integration of Computing within the wider curriculum

Additional Related Computing Policies

See also:

- Pupil online-safety agreements for KS1 and KS2
- Parent's online-safety home/ school agreement including Use of digital images - photography and video
- Staff Acceptable Use Policy
- Visitor's Acceptable Use Policy
- Online-Safety Policy and Guidelines including sanctions policy