



Inglewood Community Nursery and Infant School

Computing Policy

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1. Rationale

This policy outlines the school's approach to the teaching and learning of computing from the Early Years Foundation Stage (EYFS) to Key Stage 1 (KS1). Computing is an essential part of a broad and balanced curriculum, enabling pupils to develop digital literacy, computational thinking and the confidence to engage with technology safely and purposefully. The school recognises the importance of preparing pupils for a digital world and ensuring their rights to access information, learn safely and express themselves responsibly.

2. Vision and Aims

Our vision is to enable all pupils to become confident, creative and responsible users of technology. The school follows the Purple Mash Computing Scheme of Work to provide a coherent, progressive and engaging curriculum.

The aims of the computing curriculum are to ensure that all pupils:

- Develop early computational thinking skills through exploration, play and structured activities.
- Understand the fundamental principles of computer science, including sequencing, logic and simple algorithms.
- Use technology safely, respectfully and responsibly, recognising their rights and responsibilities in digital environments.
- Express themselves through digital media and use technology to support creativity, communication and problem-solving.
- Engage in purposeful dialogue (oracy) to explain their thinking, collaborate with peers and develop accurate technical vocabulary.
- Access an inclusive curriculum that meets the needs of all learners and removes barriers to participation.

3. Curriculum Intent, Implementation and Impact

3.1 Intent

The school intends to provide a computing curriculum that:

- Builds secure foundations in digital literacy, coding and information technology from EYFS onwards.
- Embeds online safety throughout all teaching and practice.
- Supports the development of pupils' communication skills through structured dialogue, questioning and explanation.
- Ensures all pupils, including those with SEND and EAL, can access and succeed in computing activities.
- Reflects the principles of a Rights Respecting School, including safe access to information, participation and respect for others.

3.2 Implementation

The school implements computing through:

a. Purple Mash Computing Scheme of Work

A comprehensive and progressive scheme that provides lesson plans, resources, differentiation guidance and assessment tools for KS1.

b. Teaching and Learning Approaches

- EYFS: Pupils explore early computing concepts through play, role-play, guided use of tablets and programmable toys, and open-ended investigation.
- KS1: Pupils are taught discrete computing lessons using Purple Mash, developing skills in coding, digital content creation, data handling and online safety.
- Oracy Integration: Teachers incorporate partner talk, structured discussion, explanation tasks and use of technical vocabulary.
- Cross-Curricular Opportunities: Computing is used to enhance learning in subjects such as literacy, maths, art and science.

c. Online Safety

Online safety is embedded in all lessons and taught explicitly through dedicated units. Themes include:

- Personal information and privacy
- Safe searching
- Respectful communication
- How to respond to concerns
- Recognising trusted adults

d. Inclusivity and SEND

Teachers use adaptive tools, scaffolding, differentiated tasks and additional adult support to ensure all pupils can participate fully. Technology is used to reduce barriers, for example through visual support, simplified interfaces and alternative methods of expression.

e. Resources

- Tablets
- Interactive screens
- Programmable toys (e.g., Bee-Bots)
- Purple Mash online platform
- Age-appropriate educational apps and digital tools

All equipment is maintained and monitored regularly.

3.3 Impact

The impact of the computing curriculum is evaluated through:

- Pupil outcomes and work samples
- Teacher assessments and Purple Mash digital portfolios
- Pupil voice, including understanding of online safety
- Observations of pupil engagement, collaboration and problem-solving
- Progress against Early Learning Goals (EYFS) and National Curriculum expectations (KS1)

By the end of KS1, pupils will:

- Be able to create and debug simple programs
- Use digital tools to create content
- Demonstrate safe and respectful use of technology
- Communicate clearly about their learning using age-appropriate technical vocabulary
- Show curiosity, independence and confidence when using technology

4. Online Safety

The school is committed to safeguarding pupils in digital environments. Online safety is taught regularly and embedded across the curriculum. The school ensures:

- Age-appropriate filtering and monitoring systems
 - Staff training in online safety and safeguarding
 - Policies aligned with national guidance (e.g., Keeping Children Safe in Education)
 - Clear reporting procedures for concerns
 - Partnership with parents to promote safe use at home
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5. Inclusion, Equality and Accessibility

The computing curriculum reflects the school's commitment to inclusivity and equal opportunities. Adjustments are made to ensure all pupils can access learning, including:

- Differentiated materials
- Adjusted interfaces and accessibility features
- Visual, verbal and physical prompts
- Opportunities for collaborative learning
- Representation and diversity in digital activities

No child is denied access to computing due to special educational needs, cultural background or language barriers.

6. Oracy

Oracy is an integral part of computing. Pupils are encouraged to:

- Explain their thinking when sequencing or debugging
- Work collaboratively on digital tasks
- Use and understand technical vocabulary
- Ask and answer questions about digital choices
- Reflect on their work and the work of others

Developing spoken language strengthens understanding and supports deeper learning.

7. Assessment

Assessment is ongoing and informed by:

- Purple Mash assessment tools
- Observation and questioning
- Digital work completed within Purple Mash
- Pupil voice and self-reflection
- EYFS Learning Journals and Key Stage 1 records

Teachers assess progress against curriculum objectives and use information to plan next steps.

8. Roles and Responsibilities

Senior Leadership Team

- Ensure computing remains a curriculum priority
- Provide staff training and allocate resources
- Monitor policy implementation and impact

Computing Lead

- Oversee curriculum planning and progression
- Support staff with teaching and assessment
- Monitor teaching, learning and outcomes
- Maintain resources and advise on purchasing
- Lead online safety initiatives

Teachers

- Deliver high-quality computing lessons
- Model safe and responsible technology use
- Ensure inclusive practice
- Assess and record pupil progress

Pupils

- Use technology safely and respectfully
- Report concerns to a trusted adult
- Engage with computing activities responsibly
- Respect equipment and digital environments

9. Monitoring and Review

This policy is reviewed annually by the Computing Lead and Senior Leadership Team. Adjustments will be made based on:

- Curriculum developments
- Technology changes
- Safeguarding updates
- Feedback from staff, pupils and families
- Analysis of pupil outcomes

The next scheduled review date is November 2025