

# Computing Policy



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Approved by:	Headteacher
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This policy is scheduled for review on:	Every 3 years or on updates

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to the Computing Policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection, ICT Acceptable Use Policies and Procedures and Curriculum Policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

## Aims & Principles

At East Park Academy, as part of the Manor Multi-Academy Trust (Manor MAT), we are committed to bringing the "Manor Mindset" to life within our computing curriculum. The Manor Mindset, focusing on integrity, resilience and excellence, underpins our approach to fostering a dynamic, inclusive and future-focused learning environment in computing. This policy outlines how we aim to build meaningful connections with learners, families and the wider community through the exploration of digital literacy, programming and critical thinking, helping every learner develop the technological skills, creativity and character needed to thrive in a rapidly changing digital world.

The Manor Mindset inspires us to encourage learners to engage deeply with computing, fostering curiosity, innovation and logical thinking. We believe that by learning how to navigate and create within the digital landscape, learners can develop the confidence to solve real-world problems and adapt to new technologies. Effective communication is central to our computing curriculum, where learners are encouraged to express their ideas through digital platforms, collaborate with peers on projects and reflect on their digital creations, ensuring their learning is meaningful and impactful both in school and in their future careers.

Through compassionate support and structured challenges, our approach reinforces the values of resilience and reflection, encouraging learners to persevere through programming challenges, debug code and continuously refine their work. We utilise a wide range of teaching techniques—including coding projects, robotics, problem-solving tasks and digital citizenship lessons—to make computing engaging, accessible and relevant, always guided by the Manor Mindset's dedication to excellence. By cultivating a culture of curiosity, responsibility and innovation, this policy ensures that every learner connects with computing in meaningful ways, growing into confident, capable digital citizens ready to contribute to the digital world to create brighter futures together.

## Vision

At East Park, our intent for computing education is to develop a strong foundation of knowledge, skills and character—empowering learners to contribute meaningfully to their families, community and the world. Our computing curriculum is guided by the East Park 8 values: Voice, Creativity, Independence, Collaboration, Leadership and Responsibility, Determination, Kindness, and Self-Belief. These values shape our learners' experiences, ensuring they grow into confident, capable and compassionate individuals who are proficient in technology and curious about the digital world.

We prioritise voice by giving learners the confidence to discuss and express their thoughts on computing topics, and creativity is encouraged through exploring and presenting digital information in varied, imaginative ways. We promote independence by equipping pupils to investigate, code and problem-solve independently, building resilience and adaptability. Collaboration is key to learning in computing, as learners work together to create, debug and understand diverse technological solutions.

Leadership and responsibility are fostered as learners navigate the digital world ethically and take responsible actions in their online behaviour. We emphasise determination by encouraging learners to overcome challenges in programming and digital projects, developing perseverance. Kindness underpins our exploration of digital citizenship, fostering empathy and an appreciation of respectful online interactions. Finally, self-belief is nurtured as learners develop confidence in their computing skills and understanding, trusting in their ability to contribute to discussions and innovations in the digital realm.

Our computing curriculum aims to be purposeful, engaging and inclusive, adapting to meet each learner's needs while providing access to age-appropriate, challenging content. Ultimately, we strive for every child to leave East Park with a deep understanding of computing, a curiosity about the digital world and the knowledge, skills and character to grow both in heart and mind, enabling them to be as happy as they are successful.

## Intent

At East Park Academy, we are computer scientists.

*“Computer science empowers students to create the world of tomorrow,” Satya Nadella.*

Our computing curriculum is coherently sequenced to ensure all learning builds on prior knowledge, progressing towards meaningful goals. From EYFS, where learners develop basic digital literacy and understanding of technology use, to KS1, where they begin to understand simple algorithms and digital creativity, learners build foundational computing skills. By KS2, they advance to more complex programming, data handling and understanding the impact of technology on society, enhancing their enquiry-based approaches. This progression of disciplinary skills ensures learners are well-prepared for KS3, where they will apply these skills to solve real-world problems, make informed digital decisions and conduct independent computing projects. We blend established teaching fundamentals with modern research to inspire innovation and critical thinking, preparing our learners for the changing world around them and for life beyond school.

We believe that computing is an important part of our curriculum because it...

- Helps us to understand and change the world.
- Allows us to problem solve using the many elements of computer science.
- Equips us to use information technology.
- Ensures that we become digitally literate.
- Prepares us for the future workplace.
- Enables us to become active participants in the digital world.
- Allows us to become responsible users and understand how to use technology safely.

Without computing, we would not be able to...

- Communicate in a digital world.
- Be provided with social, cultural and economic opportunities.
- Understand the risks associated with online platforms.

## Implementation

At East Park Academy, our curriculum incorporates the statutory requirements set out in the Early Years Foundation Stage framework and the National Curriculum but has been designed to go above and beyond this to provide learners with enriching learning opportunities that enhance their cultural capital. Our bespoke curriculum has been personalised to our school's geography and learners' unique experiences.

Our carefully designed schemes of work, supported by Kapow, ensure a progression of computing knowledge and skills from Reception to Year 6. The following computing concepts are at the core of our curriculum:

- Computing systems and networks
- Computational thinking
- Programming
- Coding
- Data and information
- Creating media
- Internet safety and Security
- Written and oral expression

Computing vocabulary is also planned for and continually built upon to support learners to 'think and talk like a computing scientist'.

Computing is taught fortnightly to ensure depth in coverage and to aid learners' recall and retention of their learning. Medium term plans for each topic reflect prior learning and future learning, including the future KS3 curriculum expectations, to ensure learning is well-sequenced and progressive. Links are explicitly made between their computing topics and other curriculum subjects, to further enable pupils to build secure mental schema of the themes being taught.

We are committed to teaching high quality computing lessons that meet the needs of our learners so that by the end of Year 6, children will:

...know	<ul style="list-style-type: none"> <li>- The key principles of computer science: data, system architecture, algorithms and programming</li> <li>- How to use a computer to create, process, store, retrieve and exchange data and information.</li> <li>- How to stay safe online.</li> <li>- How to use a range of computer systems.</li> </ul>
...are able to	<ul style="list-style-type: none"> <li>- Communicate digitally</li> <li>- Design websites</li> <li>- Present information digitally</li> <li>- Understand computer networks</li> <li>- Understand what algorithms are and how they are implemented as programs on digital devices.</li> <li>- Use search technologies effectively.</li> <li>- Access resources and understand how to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school.</li> </ul>
...have experienced	<ul style="list-style-type: none"> <li>- Opportunities to experience a range of different technology.</li> <li>- Computing across a range of subjects.</li> <li>- How to create and share a variety of digital artefacts.</li> <li>- Ways to celebrate computing outside of the classroom.</li> </ul>

## Impact

Formative assessment of a learner's progress takes place during each lesson through questioning, observation and written outcomes. As part of the East Park Academy feedback policy, verbal feedback is given to the learners regularly and over the shoulder marking happens where necessary so that immediate feedback can be given and acted upon.

Learners are assessed against identified criteria at least three times per year and this is used to identify gaps or misconceptions that they have in their learning and to inform future planning. These assessments inform the summative assessment that teachers make at the end of each academic year. As a result, learners make rapid and sustained progress from their relative starting points.

Lessons and outcomes are monitored frequently by the computing subject lead, along with pupil voice discussions, and evaluations of these are used to continually enhance our curriculum design and delivery.



## Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.

