



Computing Policy 2026-2027

**This policy was written on behalf of the school by our current
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1. Purpose and Scope

This policy sets out how Old Hall Primary School provides a high-quality, coherent and inclusive Computing curriculum from the Early Years Foundation Stage (EYFS) through to Year 6, using the Purple Mash Computing Curriculum as the core scheme of work. It explains our subject intent, the structure of our curriculum, how we teach and assess computing, and how we ensure pupils are safe, respectful and responsible digital citizens. The policy also defines roles and responsibilities, professional development, infrastructure expectations, data protection, online safety, and how we monitor impact. The policy applies to all staff, pupils, volunteers, visitors and contractors who use school devices or services, whether on-site or remotely.

2. Rationale

Digital technology influences every aspect of modern life. A strong Computing education equips children with the knowledge and habits to thrive, innovate and participate safely and ethically. Our curriculum develops computational thinking, creativity and problem solving, while ensuring pupils can evaluate digital content critically and communicate effectively. We also recognise that online risks evolve quickly; therefore, our policy embeds a proactive and responsive approach to online safety, cyber security and the ethical use of technology, including emerging tools such as generative artificial intelligence (AI).

3. Intent

Our Computing intent is to ensure that all pupils:

- Build secure and connected knowledge across the three strands of Computing: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL), revisiting key ideas with increasing depth each year.
- Develop both declarative knowledge (knowing that) and procedural knowledge (knowing how), using computational thinking to solve problems creatively and efficiently.
- Become safe, respectful and responsible users of technology who can recognise risk, make informed choices, and seek help appropriately.
- Experience an ambitious and inclusive curriculum that removes barriers and provides appropriate challenge so that every pupil, including those with SEND and the most disadvantaged, achieves well.
- Understand the social, environmental and ethical dimensions of technology, including data privacy, digital wellbeing, intellectual property, and the responsible use of AI.

4. Compliance and Policy Framework

Computing is a statutory National Curriculum subject at Key Stages 1 and 2. Old Hall Primary's Computing curriculum fulfils all required statements for KS1–2. Our approach to Online Safety aligns with whole-school safeguarding, staff training, filtering and monitoring expectations, and data protection legislation. Our assessment, pedagogy and leadership systems reflect current sector expectations for effective curriculum design and delivery. Where national guidance is updated, we review and update this policy and our practice accordingly.

5. Curriculum (Implementation)

5.1 Core Scheme: Purple Mash

The Purple Mash Computing Curriculum is the core, coherent curriculum spine at Old Hall. It provides a sequenced journey from EYFS to Year 6 across the CS/IT/DL strands, with clear knowledge, vocabulary and outcomes. Units and lessons are adapted to meet the needs of our context, while maintaining the intended progression. Teachers may enrich units with additional reputable resources that align with our vision—particularly for Online Safety enrichment or staff subject knowledge—but the Purple Mash sequence remains the foundation for teaching, assessment and evidence.

5.2 Sequencing and Progression

Our curriculum is spiral and cumulative. Core concepts, knowledge and vocabulary recur across year groups with increasing complexity. Planning explicitly identifies prior knowledge to retrieve and build upon, and highlights the misconceptions that are most likely to arise. Progression is visible in both the sophistication of tasks and in the independence expected of pupils as they move through the school. We ensure a balanced offer across CS, IT and DL in each year, with programming and problem solving revisited regularly in meaningful contexts.

5.3 Knowledge Organisation and Vocabulary

Each unit identifies key knowledge and precise vocabulary. Teachers model accurate terminology (for example, algorithm, sequence, selection, repetition, variable, input, output, data, network, search, citation, copyright, permission). Vocabulary is pre-taught where helpful, revisited within lessons and retrieved across units. Knowledge organisers and working walls summarise core ideas, steps and success criteria in pupil-friendly language.

5.4 EYFS

In EYFS, computing is not taught as a separate subject; instead, we provide rich, play-based experiences that develop computational thinking (pattern, sequencing, logic, cause-and-effect) and digital creativity. Examples include unplugged algorithms (following and giving instructions), programmable toys, capturing photos and sound, and discussing safe choices with technology. This prepares pupils for the KS1 curriculum by building confidence, curiosity and familiarity with devices and simple step-by-step processes.

5.5 Key Stage 1 (Years 1–2)

KS1 pupils learn that algorithms are sets of instructions and that programs execute by following precise, unambiguous steps. They create and debug simple programs, use logical reasoning to predict behaviour, and use technology purposefully to create, organise, store, manipulate and retrieve digital content. Pupils recognise common uses of information technology beyond school and begin to learn how to use technology safely and respectfully, keeping personal information private and knowing how to seek help.

5.6 Key Stage 2 (Years 3–6)

KS2 pupils design, write and debug programs to accomplish specific goals, including controlling or simulating physical systems; they decompose problems into smaller parts and use sequence, selection and repetition. They work with variables, inputs and outputs, and use logical reasoning to explain algorithms and detect/correct errors. Pupils develop understanding of computer networks, the internet and the web; use search technologies effectively; evaluate digital content critically; and combine a range of software and devices to collect, analyse, evaluate and present data and information. They deepen their understanding of safe, respectful and responsible use, including acceptable/unacceptable behaviour and reporting concerns.

5.7 Cross-Curricular Links and Cultural Capital

We make purposeful links with English, mathematics, science, design and technology, geography, art and PSHE/RSHE. Examples include using data handling to support science enquiries, creating multimedia reports to publish writing, modelling geometry in programming, and designing interactive quizzes to demonstrate knowledge. Educational visits, visitors and enrichment projects broaden horizons and show pupils the many ways technology shapes the world, supporting our commitment to cultural capital and aspiration.

6. Online Safety

6.1 Curriculum and Whole-School Integration

Online Safety is taught discretely within Computing and embedded across PSHE/RSHE, assemblies and the wider curriculum. Our progression addresses age-appropriate themes such as identity, relationships, reputation, bullying, managing information, wellbeing, privacy/security, and copyright/ownership. Lessons include discussion, scenario analysis, role-play and practical strategies for staying safe and seeking help. We adapt coverage to respond to emerging risks, local trends and pupil voice, ensuring regular revisiting and reinforcement.

6.2 Pupil Leadership and Voice

Pupil leadership groups (e.g., Gadget Geeks, eCadets) act as digital ambassadors. They help model safe behaviours, co-lead assemblies, support staff during special events, and provide peer feedback on what helps them feel safe online. Ambassadors receive training and are supervised by staff.

6.3 Parent and Carer Engagement

We communicate regularly with parents and carers about online safety, signposting practical advice, reporting routes and current risks. We offer workshops and guidance to help families support positive, safe technology use at home, including managing screen time, privacy settings, and conversations about digital wellbeing, misinformation and respectful communication.

7. Filtering, Monitoring and Cyber Security

Old Hall Primary maintains appropriate filtering and monitoring to provide a safe online environment. Roles and responsibilities for filtering/monitoring are clearly assigned between senior leaders, the Designated Safeguarding Lead (DSL), the Computing Lead and IT support. We complete an annual review of provision and record checks, actions and staff awareness. Our systems aim to block harmful content without unreasonably impacting teaching and learning. We verify that systems work in practice (not just on paper) by conducting spot-checks, user journey tests and reviewing alerts.

We recognise the specific risks that can arise from new technologies, including generative AI. Staff receive guidance on safe and appropriate use, including data privacy, age-appropriateness, bias awareness and transparency. Where AI tools are trialled for teaching or operations, we complete proportionate risk assessments and provide pupils with explicit instruction on the ethical and safe use of such tools. Cyber security procedures (password hygiene, access controls, patching, backups, phishing awareness and incident response) are in place and reviewed periodically.

8. Teaching, Pedagogy and Inclusion

We use research-informed pedagogy that makes computing clear, memorable and motivating. Core strategies include:

- Lead with concepts and build mental models before asking pupils to produce extended outcomes.
- Use worked examples and code walkthroughs to reduce cognitive load and make invisible processes visible.
- Adopt an unplugged → plugged progression, allowing pupils to secure logic and flow before complexity.
- Model everything explicitly (including thinking aloud), then move through guided practice to independent application.
- Sequence tasks from constrained to open, scaffolding success and promoting transfer to novel contexts.
- Encourage pair programming and structured collaboration to develop reasoning and language.
- Teach and revisit precise vocabulary; test for understanding and application in context.
- Plan for retrieval practice so that core knowledge is strengthened over time.

8.1 Inclusion and Adaptive Teaching

We reduce barriers for all learners and particularly for pupils with SEND and disadvantaged pupils. Teachers use: pre-teaching of vocabulary and concepts; visual prompts and dual coding; chunked steps and success criteria; alternative inputs and outputs; adjustable challenge; strategic grouping; overlearning and spaced retrieval; and accessible tools (e.g., block-based environments prior to text-based programming where appropriate). We collaborate with the SENDCo to ensure reasonable adjustments and personalised strategies are in place.

9. Assessment

9.1 Principles

Assessment is simple, purposeful and proportionate. It supports learning, informs teaching and provides a reliable picture of attainment over time. Judgements are anchored to the knowledge and skill expectations in our progression documents and unit plans.

9.2 Formative Assessment

Teachers use questioning, mini-whiteboards, hinge questions, code tracing, debugging prompts, vocabulary checks, exit tickets and live feedback to surface misconceptions and adapt teaching during lessons. Pupils regularly explain their thinking and evaluate their work against success criteria. Formative assessment informs immediate next steps and longer-term planning.

9.3 Summative Assessment

At the end of each unit and term, teachers make summative judgements against the school's Computing milestones (e.g., working towards, developing, secure, greater depth). Evidence may include saved digital work, screenshots, photographs/videos of practical tasks, short quizzes, and pupil voice. Year-group teams moderate outcomes to ensure consistency. Summative information feeds into subject reviews, reports to parents and governors, and targeted support plans.

9.4 What Good Looks Like

A secure pupil can recall and explain age-appropriate concepts and vocabulary; apply procedures accurately and independently; debug and improve work; evaluate digital content critically; and articulate how to stay safe and act responsibly online. Evidence shows increasing independence, accuracy, efficiency and creativity across the year and key stage.

10. Data Protection and Information Governance

We comply with UK data protection legislation. Staff follow the school's data protection policy, including acceptable use, secure handling of personal data, photographing/filming, cloud services, password security and breach reporting. We maintain a register of digital services and complete data protection impact assessments (DPIAs) for higher-risk tools or new processing. Staff receive routine refreshers, and we signpost families to privacy expectations for home learning platforms where relevant.

11. Staffing, CPD and Subject Leadership

High-quality teaching depends on confident, well-supported staff. Our professional development model balances whole-school priorities with individual needs. Each year we deliver: a whole-school Online Safety and safeguarding update; programming pedagogy and assessment workshops; moderation; and optional clinics on specific tools or approaches. New staff receive induction on the Purple Mash sequence, assessment expectations, online safety procedures, and the filtering/monitoring overview. The Computing Lead maintains a curated bank of resources and exemplification accessible to all staff.

11.1 Role of the Computing Lead

- Secure the intent, coherence and ambition of the curriculum, ensuring full statutory coverage.
- Oversee planning, assessment, work sampling and pupil voice; provide feedback and support.
- Coordinate CPD and coaching; signpost high-quality external training where appropriate.
- Audit and plan resources (hardware, software, physical computing kits) in partnership with IT support.
- Work with the DSL and SLT to embed Online Safety, filtering/monitoring responsibilities and staff awareness.
- Maintain the Computing SEF (self-evaluation form) and annual Action Plan; report to governors each term.

12. Resources, Infrastructure and Access

Our infrastructure supports equitable access and reliable delivery of the curriculum. We maintain an asset list; define minimum access expectations; and plan for renewal, repair and growth. Physical computing kits (e.g., microcontrollers, sensors) and peripherals are timetabled fairly. Software and online services are selected for curriculum fit, accessibility, age-appropriateness, privacy and cost-effectiveness. Staff and pupils receive clear guidance on logging in, saving work, and where to store evidence. Technical support responds to teaching priorities and communicates system changes in advance where possible.

13. Partnerships, Enrichment and Community Engagement

We engage with local clusters and networks to share practice, moderate outcomes and stay abreast of developments. Enrichment includes clubs, competitions, themed weeks, industry speakers and employer encounters that tackle stereotypes and widen participation. We actively encourage girls' participation and representation across all facets of the subject. Communication with families promotes positive, safe technology use and celebrates achievements.

14. Roles and Responsibilities

14.1 Governors

Monitor the quality of curriculum provision and the effectiveness of safeguarding, including online safety and filtering/monitoring. Receive termly reports on Computing outcomes, strengths and next steps. Support strategic resourcing and compliance.

14.2 Headteacher and Senior Leadership Team (SLT)

Ensure sufficient curriculum time, staffing and CPD. Oversee safe infrastructure and compliance. Challenge and support the Computing Lead and DSL through the school improvement cycle.

14.3 Designated Safeguarding Lead (DSL)

Lead online safety across the school. Oversee filtering/monitoring logs and responses, staff training, parent communication and incident management. Liaise with external agencies as needed.

14.4 Computing Lead

Lead curriculum quality and assessment; guide staff; coordinate CPD and enrichment; maintain the Computing SEF and Action Plan; ensure alignment with safeguarding, inclusion and data protection.

14.5 IT Support/Technicians

Maintain reliable systems; implement and document filtering/monitoring controls; complete checks; escalate risks; support staff with access, updates and security awareness.

14.6 Teachers and Support Staff

Deliver the Purple Mash curriculum adaptively; model safe and ethical use; follow acceptable use, safeguarding and data protection policies; gather high-quality assessment evidence and engage in moderation.

14.7 Pupils

Follow acceptable use expectations; act safely, respectfully and responsibly online; report concerns; collaborate positively; and strive for accuracy, creativity and independence.

14.8 Parents and Carers

Support safe technology use at home; engage with school guidance and workshops; and communicate concerns promptly.

15. Monitoring, Evaluation and Impact

We evaluate impact through multiple sources of evidence:

- Pupil outcomes over time against age-related expectations and milestones.
- Work sampling (digital portfolios, saved projects, photos/videos) and moderation notes.

- Learning walks and lesson visits focusing on clarity, modelling, inclusion and retrieval.
- Pupil voice on understanding, enjoyment, challenge and safety.
- Safeguarding indicators (incident logs, filtering/monitoring checks, staff training records).
- Parent feedback, attendance at workshops and community engagement.

Findings inform the Computing SEF and annual Action Plan. We identify strengths to share, gaps to address and priorities for CPD, resourcing or curriculum refinement. Progress is reported termly to SLT and governors and reviewed as part of the wider school improvement cycle.

16. Incident Response and Reporting

All online safety concerns are recorded and escalated to the DSL without delay, following the school's safeguarding procedures. Filtering/monitoring alerts are triaged by the DSL and IT support and, where necessary, are escalated to SLT. We record actions and outcomes. Where there are data protection implications, we follow breach procedures and, if needed, inform relevant authorities within required timescales. We communicate with parents appropriately and offer support to affected pupils.

17. Related Policies and Documents

- Safeguarding and Child Protection Policy (including Online Safety)
- Acceptable Use Policies (staff, pupils, volunteers)
- Behaviour and Anti-Bullying Policies
- PSHE/RSHE Policy
- Data Protection (UK GDPR) Policy; Records Management; DPIA Register
- Computing long-term plan and knowledge progression (Purple Mash)
- Software/Hardware List; Filtering & Monitoring Review Log

18. Review and Ratification

This policy is reviewed annually by the Computing Lead, DSL and SLT and ratified by the Governing Board. Updates reflect changes to statutory guidance, curriculum requirements, technology standards and school context. Interim updates may be issued where significant changes occur during the year.

2026 Curriculum Alignment Updates

Intent

At Old Hall Primary School, we want all pupils to become confident, creative and responsible users of technology who understand key computing concepts and can apply them meaningfully.

Purple Mash

Purple Mash remains the core curriculum framework and progression spine, supported by 2BeSafe, Trust expectations and evidence-informed pedagogy.

Online Safety

The school follows the 2BeSafe progression and the Education for a Connected World framework across all year groups.

Pedagogy

Lessons include retrieval practice, explicit instruction, modelling, guided practice, feedback and independent application.

Physical Computing

Progression includes Micro:bits, programmable devices, sensors and external devices in KS2.

Assessment

Assessment focuses on what pupils know, remember and can do, not solely the final digital product.

Equality

All pupils have equitable access to Computing regardless of SEND, disadvantage, gender, ethnicity or prior attainment.