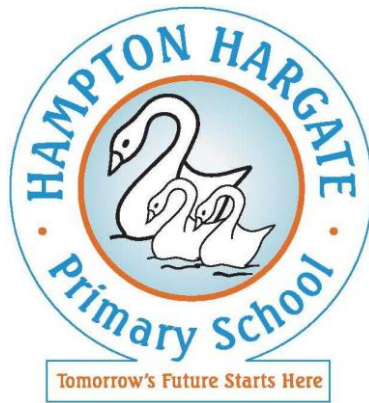




Hampton Hargate Primary School

ICT and Computing Policy

Date: Autumn 2026
Review date: Autumn 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Background

At Hampton Hargate Primary School we seek to develop children's understanding and appreciation of ICT and Computing and the way it impacts on our lives. We believe it is essential to provide opportunities in all National Curriculum subject areas for children to develop their ICT capability and to use it to support their learning. ICT and computing makes education accessible to all, irrespective of learning styles and individual needs.

Intent

Computing offers children crucial skills in a rapidly changing world. Our Computing curriculum aims to give children the ability and confidence to use technology in an effective way and become true digital citizens.

There is an emphasis on learning through experience, finding out how things work through a process of experiment and trial and error. We believe the most confident users of technology are children who are willing to try for themselves and are unfazed when things go wrong. Logical or "computational thinking" gives pupils the ability to use technology and to think in an effective way.

We aim to provide sequences of lessons that build on previous learning and enable pupils to use existing knowledge and skills as a basis for excellent progress.

We work hard to ensure that children know how to use online devices safely, both at school and at home. We aim to ensure they have the tools to deal with any issues they may encounter online. We work hard to offer parents advice and support to keep their children safe when using the internet.

Our technology in school is well maintained, reliable and used regularly. It is utilised by both children and staff to provide excellent learning opportunities for all. We use devices to improve access and support the learning of SEND children. Indeed, technology is used to benefit all children, and used regularly for cross curricular learning.

Our pupils' learning in Computing provides a basis for the life skills they will need in an ever-changing workplace. We intend for every pupil to leave our school with the confidence to succeed.

Teaching & Learning

Teaching and learning will be based in the classroom predominantly using Chromebooks, iPads and classroom PCs. New knowledge or skills will be taught by the teacher to the class and these will be reinforced by the class activities using the devices. There will be lessons where the teacher is repeating a skill in order for the children to understand it or to further their knowledge.

Planning

By using the Teach Computing curriculum from the National Centre for Computing Education for KS1 and KS2 we believe we can achieve our aims through use of their innovative progression framework.

Planning is based on the National Centre for Computing Education's resources, enabling a spiral curriculum that revisits and builds on skills and knowledge.

The curriculum map and scheme of work sets out the knowledge, skills and understanding to be taught, along with individual lesson plans. This ensures a consistent approach and coverage of the National Curriculum, progression of skills, knowledge and understanding, and the use of ICT and Computing in all subject areas.

Staff use these plans and adapt them as appropriate for different cohorts of children. The Computing co-ordinator monitors the delivery of this content. Differentiation by task, support or outcome will be used to support and extend all children. Short focussed tasks will be used for children to consolidate or enrich skills learned. Each subject co-ordinator will also incorporate ICT activities in their own scheme of work and is jointly responsible, with the Computing co-ordinator, for their implementation and monitoring.

Planning in EYFS will ensure pupils have the skills to begin their learning in KS1. This will reflect the strands that appear in the NCCE's planning.

SEND

For children with SEND, Computing can provide a means of reinforcing concepts and knowledge. Technology has excellent motivational potential for children experiencing learning difficulties or behavioural problems, for example using a word processing programme supports presentational skills and a spell check may help with spellings. To fully consolidate their skills, SEND children may require greater access to ICT in short, frequent sessions.

Assessment & Recording

Assessments are used to inform the consolidation of skills and knowledge in Computing. Teachers will assess pupils' progress against age expectations using the assessment opportunities set out in the Computing scheme of work. During a topic, work completed will be stored either in Computing folders or in online drives stored on the child's Google account.

E-safety

Provision for e-safety in school is set out in a separate e-safety policy. Teachers will regularly revisit their pupils' understanding of how to stay safe online and provide lessons in addition to the Computing scheme of work.

Resources

Each classroom has at least two networked computers. All Key Stage 2 children have their own named Chromebook, available to be used at any time and for any subject or lesson. iPads are available for each year group from Early Years Foundation Stage through to Year 6. Physical Computing is taught using Microbits, Crumbles and Beebots.

Monitoring & Review

The Computing Co-ordinator is in charge of planning, monitoring and evaluating the use of ICT in school, providing support, organising training and arranging whole school INSET when appropriate. The Computing co-ordinator will work with the school's network manager to monitor the condition of equipment in school and organise repair/replacements as and when it is necessary. Staff are required to report faulty equipment to the network manager or the Computing co-ordinator as soon as possible. Together with the Network Manager the co-ordinator should plan ahead to ensure the continuous updating of equipment and resources. The Computing co-ordinator is responsible for the budget, reviewing and updating the ICT and Computing policy. The co-ordinator should carry out a subject scrutiny and observe teaching and learning. The Co-ordinator is also responsible for the subject development plan. Whenever a curriculum is reviewed, as part of staff or curriculum development, the use of ICT in that particular subject will be an integral part of the training/planning.

Security

All staff are required to read and sign off on an acceptable user agreement on myconcern® which sets out the expectations for staff use of ICT equipment and the school network. Passwords should be changed on a regular basis to ensure equipment and data are kept secure. Portable equipment such as laptops and iPads should be locked and secured when not in use.

Reviewed September 2026 by Duncan Milner Computing Co-ordinator.