

Staines Preparatory School



Computing Policy

September 2025

INTRODUCTION

Computing at Staines Prep covers a wide range of topics and provision. Pupils are offered an exciting curriculum within Computing lessons, but this is supplemented by opportunities for using computers and mobile technology in other subjects. Additionally, children are able and invited to engage with resources more independently in break times and within extra-curricular clubs.

The variety of opportunities open to pupils reflects the variety of the subject, and an engaging, adaptive computing curriculum ensures that pupils are prepared for the complexities of an ever-changing area of life in the modern world, allowing them to develop their skills and build their confidence in utilising their understanding both inside the classroom and beyond their life in education.

Aims:

Through the teaching of Computing, we aim to:

- Equip children to participate in a world of rapidly-changing technology.
- Develop, maintain and stimulate pupils' curiosity, interest and enjoyment in computer science.
- Help them to become digitally literate, able to communicate and handle information in a discriminating and effective way.
- Equip them with the technological skill to become confident, creative and independent learners.
- Enable children to focus and concentrate in all areas of the curriculum by motivating and enthusing them through Computing.
- Encourage pupils to develop personal qualities such as politeness, perseverance, initiative, empathy and an ability to work effectively in a group.
- Provide learning opportunities that enable pupils, whatever their ability and individual needs, to experience success in their work and to make good progress.
- Support all staff in their need to develop confidence and strategies in using ICT within their teaching.

Objectives:

Our objectives of teaching Computing are to enable children to:

- Understand and apply the fundamental principles of computer science.
- Explore how digital systems work and put this knowledge to use through programming.
- Use computers to monitor and control events, both real and imaginary.
- Use Computing to develop their problem solving and decision-making skills.
- Develop Computing capability in exploring, finding, analysing, exchanging and presenting information.
- Use ICT for effective and appropriate communication.
- Develop pupils' computer literacy to be applied in the world beyond School, through the use of touch typing, photo manipulation, component recognition etc.
- Develop pupils' creativity by using Computing to explore and realise their ideas.
- Apply their Computing skills and knowledge to their learning in other subject areas.
- Explore their attitudes towards Computing and its value to them and society in general;
 - learn about issues of security and personal safety
 - use technology respectfully and responsibly
 - be aware of possible dangers to their health and well-being from excessive screen time.

Planning & Curriculum Details

In the Foundation Stage, aspects of the children's work involving ICT are linked to the objectives set out in the Early Learning Goals, under the heading of 'Understanding of the World'.

For Key Stages 1 and 2, the school follows the 'National Curriculum for Computing' as the basis for its curriculum planning. These units are supplemented by additional SPS modules which are covered by each Year Group, to ensure that the children consolidate their knowledge in a wide range of Computing skills. Furthermore, ICT is also used in other lessons whenever appropriate. We aim to embed ICT in the teaching and learning of all subjects.

The Computing syllabus in Years 1- 6 is delivered by the Computing Coordinator and schemes of work are adapted to ensure that all the children are increasingly challenged.

All pupils have filtered access to the Internet and their own school account, which is restricted to use only for school projects.

The Computing Curriculum is reviewed each year by the Computing Coordinator, but recent amendments highlight the commitment to developing pupils' touch typing skills, the inclusion of coding and programming in the curriculum, as well as exploration of other media skills and working with components for older pupils, offering a varied and engaging curriculum.

Use Of Resources

Resources are of fundamental importance to the Computing Department, and annual reviews are held with the Computing teacher and ICT Manager to ensure that SPS continues to be able to provide a modern curriculum. All pupils access the range of applications used through the secure RM Unify platform, which is also available through the school website. Pupils use their individual logins for RM Unify.

Various items of software are utilised within the curriculum at present, with the most commonly used listed below:

- BBC Dance Mat typing website
- Microsoft Office
- Purple Mash
- Scratch
- Green Ink (iPad app)
- SeeSaw

The School also has access to a range of hardware which supplement the curriculum and help to extend pupils, either within lessons or as part of the extra-curricular provision. These include, but are not limited to:

- NXT Robots
- Green Screen
- Animation hardware
- Microphones
- iPads
- Sphero robots
- Roamers
- Beebots

Assessment:

- Tasks in Computing lessons are often project based, with pupils producing a final piece of work over a series of lessons, incorporating a progression of skills and knowledge. Children's work is assessed in Computing by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide progress.
- Peer assessment may also be used at various stages of a project to consolidate learning, develop deeper understanding and encourage discussion using key vocabulary.
- Pupil's progress is tracked using Insight Tracking software, which cross references the Computing Curriculum with the Rising Stars objectives. Work is linked to particular objectives to create an evidence bank for each child.

Provision for Support/More Able/EAL Pupils:

All our classes have children with a wide range of Computing abilities and we aim to provide suitable learning opportunities for all children, by matching the challenge of the task to the ability and experience of the child, for example by:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty
- Support is offered to pupils through use of differentiated tasks and additional guidance during said tasks, as well as differentiation by outcome.
- Providing resources of different complexity that are matched to the ability of the child. Additionally, other resources that are not linked to computers are referred to in planning, such as story books as a writing prompt.

- AGT pupils are given tasks that extend an activity to develop additional skills, or apply existing skills in a different context.

Cross Curricular Links:

English: Pupils develop their English skills during touch typing activities, during which pupils reinforce spelling of key words and extend their vocabulary. In addition to this, Office based projects may require pupils to present in a variety of mediums, such as retelling a story using PowerPoint or green screen or producing a brochure in Publisher. The English department also use Wordshark to develop pupils' spelling in the Lower School.

Maths: The Mathematics department uses links to Atom Learning, Times Tables Rock Stars and other Mathematics websites, which are all accessed through RM Unify. This encourages pupils to use the school resources to extend their learning. iPads are used within Upper School to deliver live non-verbal lessons created by the teachers via Atom Learning.

Science: Pupils in Lower School produce posters using Purple Mash software on topics such as 'Healthy Eating' and 'How Plants Grow'. Pupils in Upper School use a range of suitable apps on the iPads to facilitate learning.

History/Geography: Pupils are invited to complete tasks researching countries/events which they have covered in History and Geography lessons when looking at Microsoft Office programs. Additionally, historic and geographic concepts have the potential to be introduced in video work using the green screen.

Music: Pupils use iPads and headphones to be able to work more independently on creating music pieces on suitable apps.

PSHEE/SMSC: Pupils work with money when using Excel, linking to economic content in PSHEE. Additionally, work on e-safety is closely linked to work in PSHEE, as well as social and cultural aspects of SMSC.

MFL: Pupils use Linguascope on the computers and iPads to develop their language skills in French and Spanish.

SeeSaw is widely used in all year groups and in a range of curriculum areas for setting tasks. Pupils are confident in uploading work and then responding to the feedback received.

Fundamental British Values:

Pupils develop:

- Their self-esteem and individual liberty by designing games within coding and choosing their own content when creating work using Microsoft applications.
- Mutual respect when others have a chance to play their games and feedback to each other.
- An understanding of mutual respect and tolerance of other individual's beliefs and opinions when selecting appropriate digital content and when developing a series of code.
- An understanding of the rule of law when discussing copyright, searching and selecting suitable digital content, and discussing e-safety concerns.

Link to Sustainability Curriculum

As a school we are having a whole school focus on sustainability and are incorporating this focus and approach into the curriculum and making links with subjects. Please refer to the Curriculum Policy for more details to sustainability and the curriculum.