

# Computing and ICT Policy

Freemantle Church of England Community Academy Trust



This policy should be read in conjunction with the following where further information may be found:

- Teaching and Learning Policy
- Assessment Policy
- Online Safety Policy
- ICT and Internet Acceptable Use Policy

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| <b>Approved by:</b> | Directors |
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## 1. Introduction

*'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.'* Computing programme of Study, DfE, 2013

At Freemantle, we believe that Computing and ICT (Information and Communication Technology) play a vital role in preparing our children to participate in a rapidly changing and evolving world. A sound knowledge and understanding of Computing and ICT prepares children to be active participants in a world where work, communication, and daily life are increasingly shaped by digital tools and innovation. As educators, it is our responsibility to provide all children with access to a high-quality computing education. Through a variety of engaging and practical learning experiences, we aim to ensure that pupils develop confidence, creativity, and critical thinking skills in their use of technology.

Our computing curriculum has a broad and balanced coverage, with a structured, progressive, approach to learning how computer systems work, the use of IT and the skills necessary to become digitally literate. The focus of the curriculum is to develop deeper understanding of computational thinking, computer programming, and how technology works.

This policy reflects our values and philosophy regarding the teaching and learning of Computing (C), ICT and Digital Literacy (DL). It serves both as an outline of our approach and as a guide for teachers, non-teaching staff, parents, and directors.

The purpose of the Computing and ICT Policy at Freemantle is to:

- Establish a structured framework for teaching and learning that meets the requirements of the Computing Curriculum;
- Promote a clear understanding of C, ICT, and DL, and illustrate how they are integrated at Freemantle;
- Set clear expectations for both staff and pupils;
- Outline the roles and responsibilities for key members of staff;
- Promote continuity and coherence across the academy;
- Provide clear procedures and guidelines for staff to follow.

## 2. Intent, Implementation and Impact

### Intent

At Freemantle C.E. Community Academy, our intent is to prepare pupils for the digital world by equipping them with the knowledge, skills, and confidence they need to use technology safely, effectively, and

creatively. Our curriculum is designed to ensure that children are digitally literate, computationally confident, and capable of applying their understanding in both familiar and new contexts.

We aim to develop learners who:

- Are competent in all areas of computing;
- Understand how technology works and can apply that knowledge through programming and content creation;
- Use technology safely and responsibly, by being aware of online risks and being equipped with strategies to manage them;
- Are inspired to use technology creatively and critically, contributing positively to their communities and future careers.

## Implementation

Our Computing curriculum follows a structured progression from Nursery to Year 6, underpinned by the Teach Computing scheme. It is delivered through discrete computing lessons as well as integrated cross-curricular experiences that bring learning to life.

Each year group covers units in the following areas:

- **Computing Systems and Networks**
- **Data and Information**
- **Creating Media**
- **Programming (A and B)**

The curriculum covers three strands:

- **Computer Science (C)**
- **Information and Communication Technology (ICT)**
- **Digital Literacy (DL)**

Each of these strands plays a vital role in preparing children for the demands of modern life and future employment, with our computer curriculum designed to reflect this.

Key features of our implementation include:

- A hands-on, experience-based approach with access to a wide range of digital tools, including Chromebooks, iPads and interactive whiteboards;
- A wide range of engaging topics such as animation, databases, coding, email, touch typing, online safety, and multimedia content creation;
- Cross-curricular links that make computing meaningful and embedded in everyday learning (e.g. Times Tables Rockstars for maths, using word processing in English);
- Use of Google Classroom where needed to support blended learning, home access, and digital fluency;
- Online safety taught explicitly and revisited regularly, including participation in Safer Internet Day and tailored sessions based on pupil needs or current issues.

Computing is taught using adaptive methods to meet the needs of all learners, ensuring that every child can access and achieve in computing, including those with SEND.

## Impact

By the end of Key Stage 2, pupils at Freemantle will:

- Be competent and confident users of technology, able to navigate digital tools for a range of purposes;
- Understand the principles of computer science, including algorithms, programming, and logical thinking;
- Apply computing skills across the curriculum and in real-world contexts;
- Use digital devices to create, edit, store and share information effectively;
- Understand and demonstrate safe, respectful, and responsible online behaviour;
- Be digitally literate, ready for the technological demands of Key Stage 3 and beyond;
- Use ICT vocabulary with confidence and understanding;

- Have a clear sense of career possibilities in the digital field, and the role of computing in the wider world.

Most importantly, our pupils will leave Freemantle with a secure understanding of how to use technology safely, understanding the risks and responsibilities associated with online life.

### 3. Curriculum Aims and Objectives

We aim for our curriculum to:

- Provide a whole academy approach to Computing and ICT, ensuring continuity, progression, and coherence across all year groups;
- Offer children opportunities to develop their computing capabilities across all areas specified by the National Curriculum computing programme of study;
- Provide challenge, excitement, and real-world relevance for pupils through both dedicated Computing/ICT lessons and the application of technology across the wider curriculum;
- To enhance learning in other areas of the curriculum through the use of ICT and computing through cross curricular teaching;
- Inspire creativity, innovation, and curiosity in children through the use of new and emerging technologies;
- Respond to new developments in technology.

We aim for our staff to:

- Build confidence and competence in the use of new technologies, enabling staff to use them as powerful tools to enhance teaching and learning across the curriculum;
- Develop strong subject knowledge in Computing, ICT, and Digital Literacy to deliver high-quality and engaging lessons that challenge and support all pupils to achieve highly;
- Integrate computing technologies to improve access to learning, particularly for pupils with a diverse range of individual needs, including those with Special Educational Needs (SEN) and disabilities;
- Plan and deliver lessons that are challenging, engaging, motivating, and inclusive.

We aim for our children to:

- Foster autonomous and independent use of computing technologies;
- Develop confidence and become flexible users of new technologies, who are able to experiment and communicate learning in a variety of ways;
- Use logical thinking and reasoning skills to solve problems;
- Acquire and apply new skills and knowledge in alignment with the National Curriculum Programme of Study (POS);
- Understand how the knowledge and skills gained through Computing and ICT in school will impact their future education, careers, and everyday lives.

### 4. The Computing Curriculum – C, ICT and DL

At Freemantle, our Computing Curriculum is built around three core strands:

- **Computer Science / Computing (C):**  
Developing pupils' understanding of how digital systems work and how they are created. This includes applying logical reasoning, abstraction, and computational thinking to solve problems and write simple programs.
- **Information and Communication Technologies (ICT):**  
Enabling pupils to become thoughtful and effective users of technology. This involves using digital tools to store, present, and communicate information, both independently and collaboratively.
- **Digital Literacy (DL):**  
Teaching pupils how to safely and effectively navigate the digital world. This includes the ability to locate, evaluate, and analyse digital information, alongside developing an understanding of modern technologies and their ethical, social, and practical implications.

Although C and ICT are distinct disciplines, they are complementary and together provide pupils with a well-rounded set of digital competencies. It is important to note that aspects of our Computer Science curriculum is non-computer-based, focusing instead on computational thinking and problem-solving through unplugged activities and logical reasoning tasks.

The computing curriculum at Freemantle is designed to ensure balanced, progressive coverage of all three strands across the year. Each area will be clearly represented in medium planning through learning journeys and knowledge organisers, with objectives drawn from the National Curriculum for computing.

To support high-quality teaching and learning, the academy uses the Teach Computing platform developed by the National Centre for Computing Education (NCCE): <https://teachcomputing.org>

This platform supports both staff development and pupil progression, providing a sequenced, well-resourced curriculum aligned to current expectations.

## 5. Teaching and Learning

The time allocated to the teaching of Computing is flexible and determined by the class teacher, based on the needs of the pupils. Computing may be taught in discrete sessions or in focused blocks, particularly when links to topic-based learning make integration appropriate and meaningful. This will include the following:

- **Discrete Skills Instruction:**  
New ICT and DL skills (e.g., using unfamiliar software or hardware) should be taught discretely to ensure clear understanding and progression.
- **'Unplugged' Approach:**  
Not every lesson will include using computing equipment in order to develop their understanding of concepts of Computer Science. These activities help pupils understand abstract computing concepts without relying on hardware or screens.
- **Cross-Curricular Application:**  
Pupils should be provided with frequent opportunities to apply their computing skills creatively across the curriculum (e.g., using digital tools to present learning in other subjects).
- **Time Expectations:**  
While there is no mandatory weekly minimum or maximum time expectations, the academy recommends that Computing and ICT/DL be taught for 30 to 45 minutes per week.  
Class teachers must ensure that, through careful planning and regular review, all learning objectives from the Computing, ICT, and DL curriculum are thoroughly covered and that these areas are embedded meaningfully throughout the wider curriculum.
- **Pupil-Centred Planning:**  
Planning must be responsive to the varied needs of pupils, including those who require additional support or scaffolding.
- **Differentiation and Challenge:**  
Planning should incorporate appropriate scaffolding strategies and include key questions to stretch, challenge, and support learners at different levels of ability.
- **Topic Integration:**  
Where appropriate, Computing, ICT, and DL activities should be linked to current topics or themes to strengthen engagement and contextual understanding.

### Developing an Understanding of AI

Throughout their programmes of study, pupils will be guided to:

- **Understand generative AI:** Pupils will be given information on the capabilities and limitations of the most widely available, age-appropriate, Generative AI tools, enabling them to critically evaluate AI generated content. They will learn to discern between reliable and unreliable information and use AI tools responsibly.
- **Use AI responsibly:** Where appropriate, children are supported to use AI tools as aids to supplement their understanding rather than relying on AI-generated content. They will be taught to quality-assure and fact-check information and get help from teaching and support staff when needed. Pupils will be taught not to enter personal details or sensitive information into generative AI tools.
- **Develop their digital citizenship:** Pupils will be trained in digital citizenship and online safety, including understanding the implications of sharing personal data and intellectual property online. They will learn to protect their privacy and respect the intellectual property rights of others in digital environments.

Pupils must:

- Only use AI technologies where, advised by teachers and support staff that they can – this will depend on the assessment guidance linked to the qualifications they are studying. Not use AI tools that the Academy have taken the considered decision not to allow the use of on Academy devices and through the Academy network.

## 6. Roles and Responsibilities

### The Computing Leader

Our academy has a designated Computing Leader to oversee the planning, teaching and organisation of C and ICT / DL.

The Computing Leader is responsible for raising standards in C, ICT and DL across academy by:

- Supporting others in planning, teaching and assessment;
- Facilitating the use of ICT across the curriculum, in collaboration with other subject coordinators;
- Ensuring staff are up to date with training to enable them to deliver the curriculum confidently and effectively, and identifying what CPD or support is needed;
- Attending relevant and continuing professional development (CPD) courses in order to keep up-to-date with technological developments and communicate information with colleagues;
- Providing advice to staff in terms of resourcing, planning, using software and equipment, effective resources;
- Managing school resources to ensure we have the technology to be able to deliver the new curriculum effectively;
- Monitoring the planning and delivery of the C curriculum and reporting to the Headteacher;
- Raising the profile of and championing computing within the school and wider curriculum.

### The Headteacher and Board of Directors

The Headteacher and Board of Directors provide support for the computing leader to fulfil their role, as outlined above.

They will provide support by:

- Ensuring teachers are able to deliver the Teach computing curriculum by having access to the appropriate training and resources necessary;
- Providing opportunities for the computing leader to work with staff to plan and deliver lessons for the curriculum;
- Reviewing policies relating to computing, online safety and data protection.

### The Class Teacher

Teachers will:

- Follow the guidelines set out in the computing, online-safety and data protection policies;
- Plan effective computing, ICT and DL lessons using the objectives from our long-term planning;
- Ensure all objectives for their year group are planned for either through discrete or cross-curricular lessons;
- Provide many opportunities for computing and ICT / DL skills to be applied by pupils in a variety of ways, using a wide range of technology and software;
- Plan lessons which will support and/or challenge pupils as appropriate;
- Ensure they have access to a range of necessary resources to be able to deliver the curriculum effectively. This includes liaising with the computing leader that resources are available, ensuring equipment is ready to be used, and returning equipment for others to use. Any breakages or faults must be reported by teaching staff to the computing leader;
- Ensure support staff have access to planning and have the knowledge and skills to be able to support and challenge them in completing tasks.

### Support Staff

Support staff will:

- Ensure they have the relevant planning necessary to support and challenge pupils;
- Ask for support from the class teacher and/or computing leader to ensure their training requirements are met.

## 7. Monitoring and Evaluation

To ensure the computing, ICT, and DL curriculum is being effectively planned and delivered, the computing leader will take responsibility for ongoing monitoring and evaluation. This process supports continuous improvement, identifies strengths and areas for development, and informs strategic planning. This will include:

- **Staff Training and Development:**
  - Assess current training needs as new technologies and curriculum content are introduced.

- Evaluate the impact of past training initiatives on classroom practice and pupil outcomes.
- **Planning:**
  - Review planning to ensure they are fit for purpose.
  - Take on board staff feedback to refine formats for greater effectiveness and usability.
  - Monitor year group planning to confirm appropriate pitch, progression, challenge, engagement, and coverage of the National Curriculum.
- **Teaching and Learning Observations:**
  - Observe computing lessons where possible to gain insight into classroom practice, pedagogy, and pupil engagement.
- **Action Plan Evaluation:**
  - Monitor the implementation and impact of a Computing Action Plan.
  - Use findings to inform the development of future plans and strategic goals.
- **Resources and Infrastructure:**
  - Review school resources regularly to ensure staff and pupils have access to suitable and sufficient equipment and software to support effective teaching and learning.

Through this structured approach to monitoring, the computing leader, in collaboration with the Headteacher and the Board of Directors, will identify areas of strength and areas requiring development. These findings will directly inform the next PSIS (Position Statement Improvement Schedule), ensuring a clear and purposeful direction for the continued improvement of the subject across the academy.

## 8. Staff Development

At Freemantle, we recognise that our staff bring a diverse range of skills and experiences in computing, ICT and DL. We are committed to building a culture of continuous professional development to ensure all staff remain confident, current, and effective in delivering the curriculum. There is an expectation that all staff will actively seek to stay informed of developments in computing education and strive to continually improve their practice in this area.

To support this, the computing leader, headteacher, and Board of Directors will:

- Identify key areas for professional development based on staff needs, curriculum changes, and technological advancements;
- Offer a range of training opportunities, both in response to identified needs and staff requests. Training may be delivered internally by the computing leader or through external agencies;
- Recognise and utilise existing strengths within the staff team by encouraging knowledgeable practitioners to:
  - Support and mentor colleagues;
  - Share their knowledge and expertise through delivering training sessions with staff;
  - Model effective practice across the academy;

To ensure high-quality delivery of the computing curriculum, the school is committed to supporting the ongoing professional development of all staff. The Computing Lead will identify and signpost relevant CPD opportunities that align with specific computing themes being taught throughout the learning journey.

All teaching staff will be encouraged to regularly reflect on their own subject knowledge and pedagogical skills in computing. They should proactively identify areas where further development would enhance their confidence and effectiveness in delivering the curriculum.

CPD will be tailored to meet the needs of staff at different levels of confidence and experience, and may include in-school training, external courses, online learning modules, and peer support. The school recognises that developing staff expertise is key to raising standards and ensuring consistency in computing education across the academy.

This approach ensures a supportive, collaborative environment where professional growth is encouraged and staff are empowered to deliver an engaging and forward-thinking computing curriculum.

## 9. Inclusion

At Freemantle, it is our policy that all pupils—regardless of race, class, gender, ability, or individual needs—have equal access to opportunities to develop their Computing and ICT capabilities. This commitment aligns with our Equal Opportunities Policy and underpins our inclusive approach to teaching and learning.

We ensure that:

- Computing lessons are planned and delivered to meet the diverse needs of all learners;
- Differentiation, scaffolding, and support are embedded in teaching practices;
- Technology is used to remove barriers and enhance access for all pupils, including those with Special Educational Needs and Disabilities (SEND).

## 10. Resources and Access

ICT resources are accessed and deployed in a number of ways throughout the academy. This ensures the maximum amounts of resources are available and easily accessible to support delivery of an effective and powerful computing curriculum. At present we have:

- Around 200 Chromebooks – pupils in years 1,2,3,4,5 and 6 will have access to a Chromebook to be used during the academic year for computing lessons and other IT tasks, (e.g. for researching in history).
- Children's iPads- to be used to supplement the teaching of the computing curriculum, giving children a different device to gain proficiency with
- 1 staff laptop per classroom. This can be used by the teacher to display learning materials, or by children as directed by the teacher.
- 1 teacher iPad per class.
- 1 Interactive screen – to be used as a teaching tool by staff or to aid learning in group work by children;
- Other resources available from the ICT store room include: Bee-bots and mats, Log-Boxes.
- 60 VR headsets, stored in lockable trollies, these are to be used to support subject learning.
- 3D printer – To be used for digital design, STEM projects, and creative curriculum integration.
- 3D camera – Available for use in computing, art, and cross-curricular projects.
- Underwater camera- to photograph and analyse pond life, supporting science learning

The academy network enables internet access to all devices in the buildings, including mobile devices via WIFI. The academy network is secure and can only be accessed by user name and password. The network also offers access to a shared area in which documents are stored and accessed. Please refer to the data protection policy and online safety policy for more information.

## 11. E safety and Internet Use

At Freemantle, internet access is purposefully planned to enrich and extend learning across the curriculum. We recognise the importance of ensuring that all pupils become responsible, respectful, and safe users of the internet and other digital technologies.

Our approach includes:

- Delivering lessons that explicitly teaches e-safety, online responsibility, and appropriate digital behaviour, in both the computing curriculum and PSHE curriculum;
- Providing pupils with the knowledge and strategies needed to stay safe online and when using any form of technology;
- Offering a safe and secure online environment through filtered internet access and monitoring systems. Detailed arrangements for filtering and monitoring are set out in the academy's online safety policy;
- Supporting staff in promoting safe internet use and modelling best practice;
- Engaging with parents and carers to reinforce safe use of technology beyond the school environment.

To strengthen and evaluate our e-safety provision, we are using the 360Safe Online Safety Review—a comprehensive self-assessment tool that supports schools in developing and improving their online safety policies and practices. This will be used to identify strengths as well as pinpoint areas for development to ensure provision remains effective and up to date. This ongoing review is part of our commitment to maintaining a safe, inclusive, and digitally responsible school environment.

For further details, please refer to the Academy Internet and Online Safety Policy.