



Computing Policy

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Olga Primary School is keen to embrace the exciting possibilities for teaching and learning extended to pupils and staff by computing technology.

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Introduction

This policy document sets out the school's aims, principles, and strategies for the delivery of computing. We have a separate Online Safety Policy which sets out our aims, principles, and strategies for the delivery of that aspect of the curriculum, as well as how computing technologies are to be used throughout the school. This can be found at:
<https://www.olga.towerhamlets.sch.uk/policies/online-safety>

There is a separate action plan, which outlines the development of computing in the school over the next three years and offers a detailed action plan for the current year.

Statement of Intent

“The spread of computers and the Internet will put jobs in two categories. People who tell computers what to do, and people who are told by computers what to do.” –Marc Andreessen, Entrepreneur, inventor of Netscape and member of the World Wide Web Hall of Fame.

At Olga we aim to give our children every opportunity to be in the first category.

Through the teaching of computing and Online Safety at Olga, children are encouraged to safely use computational thinking and creativity to understand and change the world. The children learn new computing and Online Safety specific knowledge and skills, and apply existing ones from a variety of disciplines, in particular mathematics, science, and design and technology – all subjects that computing has deep links with. The knowledge and skills learned in computing are also applied across the entire curriculum.

Computing is split into three strands:

- **Computer science** (programming or coding, and problem solving)
- **Information Technology** (for example, using spreadsheets, creating presentations and manipulating graphics)
- **Digital Literacy** (encompassing Online Safety and teaching pupils how to select the most appropriate digital content).

EYFS

In the Early Years, technology is taught and used across the whole curriculum. Children recognise that a range of technology is used in places such as homes and schools and that Online Safety is important. The children are helped to be curious about technology in real-world contexts through role-play and natural discussions. They learn to select and use technology for particular purposes across various areas of learning. A wide range of digital technologies (for example, iPads and programmable robots to support early coding skills) allow the children to represent their own ideas, thoughts, and feelings—often collaboratively, as well as providing them with new ways to communicate and share their ideas. Within the EYFS we encourage parents to be involved in their child’s learning journey by using digital technology to record and share their child’s learning at home through photographs and videos taken on iPads. We ensure there is a careful balance between encouraging parents to use digital technology with their children and understanding that there is a need to limit screen time so that its use is purposeful and meaningful. They develop skills such as investigating, evaluating, using commands and simple algorithms¹.

¹ The EYFS team use the statutory programmes of study and the early learning goals (end of EYFS assessment points) designed by subject leads to create the ‘Big Ideas’ so that there is coherence and key themes running from nursery to year 6. The EYFS team has worked with an EYFS consultant to support the development of the curriculum. The knowledge has been organised under 3 ‘Big Ideas’ for each KS1/KS2 curriculum area with the exception of Music, P.E and PSHE. These are then broken down into key knowledge for Nursery and Reception that build to the three Big Ideas.

Years 1-6

In Years 1–6, the core of computing is computer science; pupils are taught principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems, and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a suitable level for the future workplace and as active participants in a digital world.

The Teach Computing Curriculum

Teach Computing has been fully adapted so that it fits with our context in terms of overall curriculum aims and our equipment and software. It ensures that children receive the breadth of learning required by the National Curriculum, and that skills and knowledge are built on over time.

Units for each year group cover:

- Computing System and Networks
- Creating Media (two half-term-long units)
- Programming (two half-term-long units)
- Data and Information
- Online Safety

These things are taught through a range of projects that mean the children are encouraged to learn computing in a ‘real-world’ joined-up way, as opposed to learning discrete skills in isolation.

Curriculum Drivers

Our curriculum drivers underpin teaching and learning in Computing.

- **Community:** Children learn how to use technology in a collaborative way. In EYFS this might be sharing the programming of a robot, whereas in KS2 this may be using Google Docs amongst a team or building a website together. They are encouraged to see the online world as a collection of different communities. Messages around fake news, gender, and ethnicity can be explored in Online Safety lessons and ramifications thought through for the children as individuals, and as members of various communities.
- **Possibilities:** Reference to relevant jobs are made during teaching the projects, such as programmer, web designer, graphic artist, etc. We also discuss the creative possibilities of the children’s own thoughts and work.
- **Growth:** A willingness to try new ideas, to take risks, and to persevere when things don’t work the first time underpins all learning in computing. Evaluation of digital creations (both existing ones and the children’s own) encourages learning and a process of continuous improvement.

- **Environment:** Children are taught about the environmental impact of technology as well as how it can be used in a variety of contexts to help produce better outcomes for the world.

Online Safety

In line with best practice and the government approach outlined in Keeping Children Safe in Education 2025 (KCSiE), Online Safety is a core priority at our school, regarded as an integral component of safeguarding. As internet-capable technology is increasingly utilized across all subject areas and in the home, we recognise this crucial whole-school issue and the essential need to explicitly educate children on how to navigate the digital world safely.

We have an Online Safety Policy that is adapted from the LGfL (London Grid for Learning) model policy at <https://www.olga.towerhamlets.sch.uk/about/online-safety>

This policy is linked to other key safeguarding policies such as anti-bullying, safeguarding, staff, and pupil behaviour policies.

All that is done over our systems is monitored by SENSO and overseen by Emily Wright, a Deputy Designated Safeguarding Lead (DDSL).

Establishment Week

During the first week of the autumn term, all children are shown the LGfL Undressed video and are made aware of the importance of never undressing in front of a device with a camera.

Children are also shown a video about Childline and are taught what Childline is for. The children are taught the Childline number by heart (0800 1111).

In addition, the children from Y1-6 sign a Key Stage appropriate Acceptable Use Policy that is explained to them by their class teacher and a record is kept (on paper Y1-2 and online from Y3-6). This document raises awareness of key things the children need to do and understand. It helps ensure that they are better equipped to keep themselves and the community safe when using computer equipment and in the online world. As part of this, the children are taught about “trusted adults” and how to choose the adults they trust at home and at school. They are told that they can tell their trusted adults any concerns, worries, fears, and funny feelings that they may have.

Curriculum

Online Safety is taught as part of the computing curriculum throughout the school and via a rolling cycle of assemblies; it is also referred to in PSHE lessons. The exact things taught during computing and assemblies are identified on the Progression of Knowledge Computing Map. In addition, it is referred to in all other subjects and teaching when appropriate.

In EYFS children are taught “To begin to understand how to keep ourselves safe” - one of the three EYFS 'Big Ideas' which includes Online Safety.

At Olga we recognise that the internet gives children access to an extraordinary range of information that can help support their learning across the curriculum. We teach them to use safe and responsible behaviour whenever they use devices connected to the internet; in school this includes safely using iPads, Chromebooks, and desktop computers as well as related technologies such as email, Airdrop, video meets, and G-Suite for Education (including Classroom and a wide range of other apps).

All children have access to iPads that provide internet access. Years 1–6 also have access to Chromebooks and teachers use interactive large screen computers which are connected to the internet as well. Pupils are always supervised when using these facilities and equipment.

Internet access is provided by the LGfL, which provides a service that aims to filter out content that is inappropriate for children.

Safer Internet Day

Every spring we take part in Safer Internet Day and have a range of activities in class for the children, as well as special videos, an assembly, and events for parents. We regularly invite the police to speak to Year 6.

Monitoring and Communication Advice

The internet can be a great tool for gathering information, learning new skills, and communicating with friends and family. Hand in hand with an increasing number of household devices that are connectable to the internet, there is a growing pressure on parents to allow children more and more time online. This can be a good thing as long as we know what a child is doing. Children need to be monitored and taught what to do if something makes them feel uncomfortable.

Periodically we aim to hold workshops for parents on current Online Safety issues. Online Safety is also included as a topic in termly “meet the teacher” meetings and regularly features in the school’s newsletter, Olga Matters.

Parents are asked to sign a consent form as part of the admissions procedure to allow their child to access the Internet within school. If they have any queries regarding our internet safety procedures, they can e-mail the school office.

We address staff training in Online Safety through PDMs and INSET. All staff receive mandatory annual training, which covers the identification of risks, safe technology use in the classroom, and mandatory reporting and escalation procedures. This is supplemented by updates via PDMs to address emerging risks and policy changes.

Parents are asked to sign a consent form as part of the admissions procedure to allow their child to access the Internet within school. If they have any queries regarding our internet safety procedures, they can e-mail the school office.

Implementation: The School's Curriculum Organisation

Resources

We believe that in addition to learning computing as a subject in its own right, the potential of computing to improve teaching and learning throughout the wider curriculum should be fully exploited. To meet this objective, we have:

- 1 set of 30 CBs for Y2 (ratio 1:2)
- 1 set of 30 CBs for Y3 (ratio 1:2)
- 2 sets of 30 CBs for Y4 (ratio 2:3)
- 3 sets of 30 CBs for Y5 & Y6 (ratio 1:2)
- 1 set of 30 large iPads for use on the bottom floor. Timetabled so that there is 1:1 during computing lessons.
- 1 set of 30 large iPads for the middle floor. Timetabled so that there is 1:1 during computing lessons.
- 1 set of 30 large iPads for the top floor. Timetabled so that there is 1:1 during computing lessons.
- 1 large screen computer in each class from N-Y6
- Computing devices such as Bee-Bots, BBC Microbits, cameras, and other devices linked to the computing curriculum and distributed around the school as appropriate.
- A wireless network across the school that allows mobile access to the internet.
- Each floor has a colour photocopier linked to all networked devices.
- There are 10 computers available in the PPA rooms (5 in each room) for teachers and teaching assistants to plan on.
- G-Suite and Google Classrooms accessible by Year 1-6
- Google Drive

Entitlement and Equal Opportunities

We ensure that all pupils have equal access to the National Curriculum for computing.

The strategies we use to ensure equal access for all our pupils are outlined in our Equal Opportunities Policy. Furthermore, where appropriate, computing is used as a strategy to support children with additional needs and EAL across the curriculum. These strategies are outlined in children's target trackers and annual review TAC notes. The SENDCo is always present at TAC meetings and monitors target trackers and makes recommendations based on need. For example, they might recommend targeted use of touch screens, talking word processors, Widget Online, Clicker, talking clipboards, sound buttons, and other assistive technologies. The SENDCo uses an online assessment tools to help them support children's needs.

Computing is taught throughout KS1 and KS2 using the Teach Computing Scheme; it is integrated throughout EYFS. All classes in the EYFS have access to iPads and a class computer and pupils throughout KS1 and KS2 have access to Chromebooks and iPads as well as a class computer.

What is Taught

EYFS (Nursery and Reception)

In the Early Years, although technology has been removed as a specific strand in the curriculum it will be taught and used across the whole curriculum. Children recognise that a range of technology is used in places such as homes and schools and that Online Safety is important. The children are helped to be curious about technology in real-world contexts through role-play and natural discussions. They learn to select and use technology for particular purposes across various areas of learning. A wide range of digital technologies (for example, iPads, laptops, and programmable robots to support early coding skills) allow the children to represent their own ideas, thoughts, and feelings —often collaboratively— as well as providing them with new ways to communicate and share their ideas. Within the EYFS we encourage parents to be involved in their child's learning journey by using digital technology to record and share their child's learning at home through photographs and videos taken on phones and iPads. We ensure there is a careful balance between encouraging parents to use digital technology with their children and understanding that there is a need to limit screen time so that its use is purposeful and meaningful. They develop skills such as investigating, evaluating, using commands and simple algorithms.

Scheme of Work for Computing for KS1 and KS2

In order to ensure full coverage of the National Curriculum, we have a school framework detailed in the Computing Progression Document, based on the Teach Computing curriculum, which maps out units of work and skills-based activities across the Key Stages at <https://www.olga.towerhamlets.sch.uk/files/curriculum/computing/Computing%20Progression%20of%20Knowledge.pdf>. This provides an overview for each Key Stage and ensures progression.

Pupil activity files and teacher's planning to support all the units of the SoW are easily accessible to pupils and staff on Google Classrooms.

Children in both Key Stages are taught about the benefits of the knowledge and skills they are learning, as well as their application in real life contexts and professions.

Key Stage 1 (Y1 & 2)

In Key Stage 1, the focus is on foundational understanding through playful and hands-on activities, often involving "unplugged" tasks and simple digital tools.

- **Programming:** Pupils learn what algorithms are, how programs follow precise instructions, and create and debug simple programs using a robot or creating animations.
- **Computing Systems and Networks:** Children are introduced to the various forms of technology around them and in their environment.
- **Creating Media:** Pupils learn to use technology purposefully to create, store, and manipulate digital content, including digital painting and writing.
- **Data and Information:** Simple data handling is introduced, such as grouping data or creating pictograms.

- **Digital Literacy:** Children learn to use technology safely and respectfully, keeping personal information private and identifying where to seek help for online concerns.

Key Stage 2 (Years 3–6)

Building on the foundations of KS1, pupils at Key Stage 2 develop their knowledge and skills with increasing complexity, applying computational thinking to solve problems.

- **Programming:** Students learn to design, write, and debug programs that achieve specific goals. They use sequence, selection (if/then logic), repetition (loops), and work with variables. Physical computing, using devices like Micro:bits, is often incorporated.
- **Computing Systems and Networks:** The curriculum covers computer networks, including how the internet provides multiple services like the World Wide Web, and the opportunities it offers for communication.
- **Creating Media:** Children use a variety of software to create content, including stop-frame animation, audio production, photo editing, web-page creation, and 3D modelling.
- **Data and Information:** Pupils learn how data is stored, organised, and used, progressing to using branching databases, data logging, and spreadsheets.
- **Digital Literacy:** Emphasis continues on using technology safely, respectfully, and responsibly, recognising acceptable behaviour and knowing how to report concerns.

Cross-curricular Computing

Computing is increasingly used across the curriculum and is planned for by class teachers. Teachers are expected to use computing in an integrated way to support all subjects throughout the course of a year - this is aided, overseen, and monitored by the computing coordinator.

As a school we are committed to using the best tools for the job of teaching and learning in any given subject area and the computing co-ordinator works alongside other subject co-ordinators to ensure that there is appropriate provision of resources, including software and hardware. In order to facilitate this, subject coordinators may spend some of their budgets on computing e.g. our science coordinator has contributed to the cost of our data logging kits and our French coordinator has contributed to apps.

Teaching and Learning

Classroom Practice

Computing is now taught by class teachers and by some members of the PPA team.

Computing teaching (including Online Safety) is systematised across Y1–6 where it is delivered through materials assigned through Google Classrooms.

This approach includes:

- Sharing materials through Google Classroom assignments.
- Sharing the learning journey via Google Slides.
- Using Slides to share teaching points, including key skills and knowledge the children will be learning.
- Using the computer or appropriate presentation technologies (i.e. Interactive screen etc) to demonstrate to a group of pupils or the whole class.
- Leading a group or class discussion about the benefits and limitations of computing.
- Individual, paired, or group work developing computing concepts and skills using non-electronic media.
- Collaborative and co-operative activities in groups.
- Guided discussion and evaluation of work in progress and finished work.
- Pupils working individually either independently or supported by an adult.

Adaptation

Planning and assessment of computing shows appropriate adaptation for pupil's needs. Teaching assistants and other adults provide appropriately focused support.

Vocabulary

Pupils are taught the correct subject specific and technical vocabulary consistently across the school in a progressive and meaningful way and are given opportunities to consolidate their understanding. This is in evidence on all the teaching slides from Y1–6.

Storage, Assessment and Reporting

In EYFS (Nursery and Reception) staff upload children's learning to Tapestry. Tapestry is an online learning journal and each child has their own online learning journal which is password protected. Uploads include videos, audio recordings, and photos. Parents and carers are also able to upload home learning to Tapestry.

Although children are not formally assessed against the technology early learning goal as of September 2021, ongoing teacher assessment supports judgements on a child's ability to use technology to support their learning; this is discussed with the parents during parent meetings and the next class teacher.

In Y1–6 children's work is currently generally evidenced in Google Classroom via screenshots and various assignments that have been turned in and submitted and remain in the context of

the lessons in the classrooms. In general work is deleted off our systems, although we keep a backup of the Google Classrooms for the previous year.

Assessment: Evaluating Impact and Progress

The impact of Olga's Computing Curriculum, which is focused on the progression of knowledge and skills throughout the Key Stages, is measured and evaluated using a combination of school-wide data and specific formative strategies, including the following methods:

Impact Measures

- Continuous discussion with children about their learning
- Questioning and feedback in lessons (Feedback is used immediately to inform the next steps in teaching and learning.)
- End of unit assessment tasks
- Images and videos of practical work
- Work scrutiny (review of programming scripts, digital projects, and recorded work) and pupil voice
- Learning walks

Assessment Strategies

Formal assessment tracks pupil attainment against age-related expectations, while formative assessment provides continuous feedback on skill development.

School-Wide Assessment

In computing we currently follow the same assessment system used by the foundation subject coordinators which is kept via our SIMS system. It requires that we assess whether children are at age-related expectations or working towards them.

In addition, we use the following formative strategies:

Self-assessment

Children are taught to self-assess all their work in the computing curriculum as they progress, and the opportunities for doing so are clearly identified on the lesson slides at the end of each lesson. Children may also write comments about what they have learned and send them via the Google Classroom messaging system.

Peer-assessment

The ideas of self-assessment suggested above translate naturally into peer assessment, with pupils working with a partner to review, and help correct computing work.

Open questioning

Pupils' knowledge of the concepts covered by the programme of study may not be immediately apparent in the work they produce. The use of open questioning is one way in which we can assess and develop their grasp of concepts.

Discussion with peers

Encouraging pupils to use similar open questions can be effective in allowing them to focus on what they've learned, rather than only on what they've done.

Learning Journey Organisation

We make use of "Learning Journey Organisers" with the children via the lesson slides. This allows the teachers and children to easily see what they have done, where they are in a unit of work and where they need to go next. Once completed it allows everyone to see what was completed and can be used as a basis for self-assessment, peer assessment, and teacher assessment.

The use of computing in administration is overseen by the headteacher and the school business manager.

We use SIMS; here administration and computing are integrated to enable effective collection of pupil data; to reduce duplication of data; enable better analysis and monitoring of performance, and support target setting.

Good use of integrated computing provides us with greater access to management information held by the LEA and supports the efficient exchange of information with the DfE.

Staff Roles and Responsibilities

The governors are responsible for:

- ensuring that there is a computing policy and development strategy.

The headteacher is responsible for:

- meeting statutory computing requirements;
- ensuring that there is a computing policy and that it is implemented;
- ensuring that the school is adequately resourced and equipment maintained;
- ensuring that teachers are appropriately trained;
- ensuring that overall Health and Safety procedures are in place, for example through regular audits and implementing display screen (DSE) risk assessments;
- liaising with the Computing Advisory Team and other agencies, as necessary;
- ensuring that the computing co-ordinator is effectively line managed and supported.

The School Business Manager is responsible for:

- ensuring safety of equipment;
- co-ordinating the purchasing and maintenance of equipment;
- Supporting the headteacher with compliance matters.

The Computing coordinator is responsible for:

Co-ordination:

- co-ordinating the writing of the school's computing policy and, in conjunction with the DSL, DDSLs, the SBM, and Connetix technicians, the creation of the Online Safety policies;
- ensuring consistent implementation of the Computing and Online Safety policies (the latter in conjunction with school leaders including the headteacher as DSL, the DDSLs, the SBM, and Connetix technicians).

Resources:

- organising resources to support the Computing and Online Safety policies and its priorities;
- ensuring staff access to computing resources;

Staff development and support:

- identifying what computing support is needed by individual staff;
- assisting staff to incorporate computing into their planning and lessons;
- arranging in-service support;
- providing advice;

Monitoring and review:

- monitoring and reviewing computing practice and provision;
- involving staff and the governors in the review and development of computing policy;

External liaison:

- keeping up to date on the use of computing in the curriculum e.g. attending LGfL and CPD meetings;
- liaising with advisory staff and other agencies;
- liaising with other schools;

Class teachers are responsible for:

- developing the pupils' computing capability in accordance with school policy and the requirements of the National Curriculum
- ensuring that each pupil has equality of access to computing resources;
- monitoring and evaluating each pupil's experiences;
- developing their own capability to support their teaching and pupils' learning.

Classroom assistants and adults other than teachers are responsible for:

- working with the class teachers to ensure pupils develop their computing capability;
- developing their own capability to support teaching and learning.

The subject coordinators are responsible for:

- liaising with the computing coordinator to develop appropriate resources to support the subject in question;
- ensuring that curricular computing resources are appropriately budgeted for;
- working with class teachers to ensure pupils use computing effectively in the subject in question;
- developing their own capability to support teaching and learning and developing Online Safety within their own subject.

CPD

As outlined in the statutory guidance *Keeping Children Safe in Education, 2025* (KCSIE). All staff must receive regular training, at least annually, on Online Safety to ensure they are equipped to protect children online. This requirement applies to all staff, including teachers, governors, and trustees, and should be a core part of a school's safeguarding duties.

Key requirements

- All staff: Must receive safeguarding and child protection training, which includes online safety, at least annually.
- Governors: Must receive this training at induction and it should be regularly updated to ensure they can provide effective strategic challenge on safeguarding matters.
- Purpose: The training is to ensure staff have the knowledge and skills to keep children safe online, understand their roles and responsibilities, and know how to respond to online safety risks.
- Updates: The guidance emphasizes that training should be updated regularly to reflect the changing online environment.

Staff also attend appropriate INSET and PDMs as part of their continuing professional development for the computing curriculum as a whole. Thus teachers, TAs, and other staff keep up to date with technological and pedagogical developments.

Miscellaneous

Hardware and Peripherals

The school aims to offer a wide range of computing resources from BeeBots and programmable toys in the Foundation Stage to BBC Microbits in Key Stage 2. We have a rolling purchase plan worked out against the Teach Computing Scheme of Work so that refurbishment and provision for new technologies can be included in development planning.

Software

All pupils have access to software covering the entire programme of study and supporting the curriculum. Chromebooks and iPads also have a suitable pupil interface, to facilitate use of applications and avoid damage to software.

Environmental Issues

The school is aware that old stock needs to be disposed of in a way that is eco-friendly. Where possible it seeks to donate old hardware to genuine charitable institutions, so that it may be recycled or reused. This is not always possible and in this case the school disposes of stock in line with best practice guidelines outlined in our Online Safety Policy document.

Legal Issues

Health and safety

We follow the BECTA advice and ensure that our equipment is given an annual electrical check by a qualified electrician.

Copyright and data protection

We ensure that we have legal licences for all our software and we will not re-publish any scanned or digitised images without checking copyright.

The Head and Chair of Governors are registered with the data protection registrar in line with guidance in the LMS Manual. We follow the GDPR regulations regarding data protection, for example in the case of transferring pupil data or publishing images of pupils.

Computer Security and Virus Protection

We strive to make equipment readily available and yet secure. All feasible equipment is security marked and all computers are virus protected.

Insurance

To insure our equipment we list all devices on our digital inventory system, Parago, which is a recognised database for insurance purposes.

Related Policies

This policy is linked to:

- Our Online Safety Policy (including AUPs)
- Remote Learning Strategy
- Behaviour policy
- Child Protection and Safeguarding Policy
- Data Protection Policies
- Internet Acceptable Use Policy
- Home-School Agreement
- Anti-Bullying Policy
- RSE Policy
- Curriculum Policies
- KCSiE 2025
- The Cyber Security Policy