Farnborough Road Infant School
Computing Policy

"Learning, Caring and Achieving Together"

Our vision

At Farnborough Road Infant School we are Computer wizards!

We want all children to have access to appropriate technology to thrive in the digital age. We want boys and girls to enjoy STEM learning and feel confident when using technology throughout their education. We would like all pupils to be very aware of the positives that the internet brings but also be fully aware of how harmful it can be.

Intent

At Farnborough Road Infant School we believe that our computing curriculum promotes curiosity and empowers our children to become independent and resilient learners. The FRIS computing curriculum not only meets National Curriculum requirements but will provide memorable computing lessons that will develop their computing capital and prepare them for the next stage in their education.

Implementation

The Computing curriculum at Farnborough Road Infant School has been built on learning opportunities, technical vocabulary, progression of skills and assessment for each year group which will ensure progression and repetition in terms of embedding key learning, knowledge and skills. The computing lessons will allow children to develop the key skills for them to thrive in the digital age and will also enable them to use computing to support their learning in other curriculum subjects.

In the EYFS we allow the children to develop the key skills that will help them to access their computing journey within the school and ensure that they are ready to begin the next stage in their learning. The children use the online platform mini-mash to learn computing skills which is delivered in a cross curricular way to support their learning in other subjects.

In year 1 the children use the online platform Purple Mash to learn about online safety, grouping and sorting data using pictograms, coding, combining graphics and texts and using spreadsheets.

In year 2 the children use the online platform purple mash to build upon and develop the skills learned in year 1 and further develop their skills in online safety, coding, using spreadsheets and databases, effective searching skills, creating pictures, presenting their ideas and making music.

We deliver a curriculum that allows the children to…….

- use a range of software to develop their computing skills in structured weekly lessons.
- to become independent learners and be curious in the use of technology in the world around them.
- educates children about the online world and how to keep themselves safe by following the FRIS E-safety rules.
- encourages children to be problem solvers
- allows children to make at least expected progress with their computing skills.
- covers all programmes of study for the computing curriculum KS1.

Organisation and Planning

Our Computing Overview gives the detail of each unit of work and how they are distributed across each year group. Topics studied build upon children's prior learning, develop their skills and knowledge in each unit.

EYFS

We teach Computing in Caterpillars, Nursery and Reception. Children develop their knowledge and skills in computing through the online platform Mini-mash.

Key Stage 1

Key Stage 1 follows the subject content from the National Curriculum (2016) which is supplemented with our own FRIS curriculum. Our curriculum includes:

We teach computing modules using the online platform, Purple Mash. The Computing units are taught in specific Computing lessons and planning is overseen by the Subject Leader.

Each unit is evaluated in year group meetings and any feedback passed to the Computing Leader to inform future planning and ordering of resources.

The three strands of computing taught in the curriculum are:

- Digital Literacy (this includes e-safety)
- Computer Science
- Information Technology

E-safety runs alongside all areas of computing and PSHE and is embedded into the curriculum throughout the school year.

Progression of Skills

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:

- An increase in knowledge, skills and understanding of the given topic.
- Understanding and moving from familiar to unfamiliar contexts.
- Tackling problems, which demand more complex or difficult solutions.
- Using more technical language.

The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

Vocabulary, Oracy& Knowledge Organisers

At Farnborough Road Infant School, emphasis is placed on developing the vocabulary and oracy skills of our children. At least one Computing session per unit of learning is dedicated to an oracy-based activity - such as a debate, discussion or reasoning task.

Each Computing unit of learning on Purple Mash is accompanied by a knowledge organiser, which summarises the key learning outcomes, vocabulary and definitions prominent in that particular unit of work. The knowledge organiser serves as a reference tool for pupils and teachers.

At Farnborough Road Infant School, we believe that there should be no ceiling on the technical computing vocabulary that our learners are exposed to. With this in mind, Computing ‘dartboards’ with three levels of challenge are prominent in all classrooms in Key Stage One. Teachers will refer to this language when teaching themes and topics.

Equal opportunities

At Farnborough Road Infant School we respect difference, value diversity and embrace equality and fairness for all. Our school values and inclusive curriculum ensures that all pupils reach their full potential. Our computing curriculum has been carefully planned to ensure our children are given the opportunity to experience a range of different cultures, races and traditions both in our local community and further afield. Our Equality and Diversity Lead also liaises with all subject leaders to ensure our school curriculum reflects the protected characteristics as outlined in the Equality Act 2010.

Children with SEND

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. Computing is also used to increase confidence, motivation and support the learning of children with individual SEND / Health Care Plans.

Resources and Visits

All of our nursery children have access to a range of different technology within the classrooms to allow them to gain the skills needed to begin their reception journey.
The computer suite is timetabled to give reception and KS1 classes two sessions every week. Reception children use a range of software to develop computing skills to ensure that they are ready for the next stage in their learning. This planning for reception is cross curricular and activities are planned termly to use a variety of hardware and software to develop computing skills.
In KS1, computer suite sessions are used to deliver the curriculum through Purple Mash and to develop computing skills through alternative software and to use computing to deliver knowledge and understanding in other curriculum areas.

If children want to take their computing skills to the next level they can attend our after-school computing clubs, giving them opportunities to further develop their computing skills and explore the vast potential of computing in a fun enjoyable way.

E-safety is enhanced in year two with a fun workshop provided by an outside agency.

Use of Artificial Intelligence (AI) at Farnborough Road Infant School

The school recognizes the potential of Artificial Intelligence (AI) to enhance teaching and learning through improved planning, resource development, and curriculum design. Staff may use AI tools to support and enrich the delivery of the curriculum, ensuring that their use aligns with the school's values and safeguarding principles. Pupils will **not** have direct access to AI technologies. All applications of AI will be managed by staff and used solely to enhance educational provision and professional efficiency.

Assessment, Reporting and Recording

Children and their work are continually being assessed as their skills, knowledge and understanding develop. The assessment may take several forms: oral, physical computing activity, or teacher observation during a computing lesson or sequence of lessons. At the end of each topic, teachers update their assessments to indicate if the child has achieved the expectations.

Children's work is accessible for the class teacher in the children's individual work folder within their own purple mash area. Feedback can be given when work has been submitted or saved. The computing lead as a purple mash administrator can access children's work folders to assess levels of progress.

Parents are kept informed of children's progress in computing through their annual Summer term report and have the opportunity to meet the teacher to discuss the report.

The Computing Leader has a clear role and overall responsibility for the progress of all children in computing throughout the school. Attainment data is analysed and regular feedback is provided to inform on progress and future actions to the Senior Leadership Team.

Impact

At Farnborough Road Infant School, we strive for every child to reach their full potential in computing. We want children to develop a love of technology and understand how it can be used effectively in a rapidly changing digital age. We want all of our pupils to be ready for the next stage in their learning and to understand how to keep themselves safe when using technology. We want to inspire our pupils to develop their computing skills for future career paths. We want our pupils to be technicians, software designers, computer engineers, app designers, network installers, teachers, lecturers and technical support workers.

At Farnborough Road Infant School, we are **Computer wizards!**

Review
This policy will be reviewed regularly
Updated November 2025

Signed Date Headteacher

Signed Date Chair of Governor