MUNTHAM HOUSE SCHOOL

# COMPUTING POLICY

# Computing Policy

Computing is an essential part of modern life. All pupils encounter digital technology daily. To meet the needs of an evolving digital world, Computing is integral to school life at Muntham House School. As a non-maintained special school, we are not required to follow the national curriculum, but we use it as a framework to ensure breadth and progression. Computing is embedded across the curriculum to enhance teaching and learning in multiple subjects, helping pupils develop essential digital skills. The policy is consistent with whole-school priorities, mission, values, and improvement goals, and reflects our commitment to cross-curricular themes such as literacy, numeracy, safeguarding, and personal development.

Computing provides an in-depth understanding of computer systems and digital technologies. It ensures that pupils learn to use technology safely, responsibly, and creatively. Our aim is to equip all pupils with fundamental knowledge, developmental skills, and enrichment opportunities. These will guide their progression and prepare them for later life.

Computing explores a range of digital skills relevant to pupils' future lives, including email, blogging, editing, and the critical evaluation of online content. Digital safety is central to our curriculum: all classes complete an annual e-safety quiz and participate in class discussions to promote the safe and responsible use of technology, in line with statutory safeguarding and online safety guidance.

## Intent

Our intent is for all pupils to become confident, creative, and safe users of technology. We focus on teaching core knowledge, key skills, and essential practices in computing, preparing students for secondary education and beyond. We focus on inclusion, providing opportunities that foster curiosity and resilience, so every pupil can achieve success. The curriculum is consistent with school priorities and supports personal development, safeguarding, and full inclusion.

At Muntham House School, computing is taught as part of our creative curriculum, which is delivered on a 6-year rolling cycle. Key skills are developed through a spiral curriculum model that embeds, revisits, and extends learning through regular practical experiences. Our curriculum is informed by the National Curriculum for Computing, adapted as appropriate for our pupils' needs. We have PCs in all upper primary classrooms, laptops for lower primary, and iPads available in every classroom, ensuring equal access to a range of devices and software.

**Key Stage 1** focuses on introducing pupils to basic computing concepts, including understanding what algorithms are, learning simple programming commands, and developing digital literacy. Pupils are also taught the fundamentals of online safety. At this stage, they begin to develop logical thinking skills, explore a variety of devices, and practise safe and respectful use of technology in age-appropriate ways.

**Key Stage 2** builds on the core principles learned in Key Stage 1. Pupils progress to more advanced elements of computer science, such as designing, writing, and debugging their own

programs. They gain an understanding of computer networks and the internet and extend their use of information technology for research, communication, and creative tasks. Digital safety education becomes more comprehensive, with an emphasis on evaluating digital content critically and using technology responsibly, preparing them for wider and more independent use of digital tools.

This staged approach secures progression in subject knowledge and complexity across the key stages, enabling all pupils to build on prior learning and prepare for secondary education. The curriculum is reviewed regularly to reflect current statutory and legislative frameworks, including safeguarding, equality, and inclusion.

**Implementation**

Computing is taught using a variety of pedagogical approaches, including explicit instruction, inquiry-based learning, and joint problem-solving. Lessons are carefully sequenced to ensure clear progression in skills and knowledge, with differentiation to fulfil the diverse needs of our pupils. We make full use of available resources, and regularly take advantage of cross-curricular opportunities, such as maths and literacy links, to embed computing in meaningful contexts. For example, in maths, pupils use spreadsheet software to create graphs and explore patterns in data. In science, they may use simulations or data loggers to monitor experiments and record results. In literacy, students can write and publish stories or poems using word processors and presentation tools. In history, pupils research historical events using online resources and create multimedia timelines. In geography, they use digital maps and satellite images to investigate different environments. In art, pupils create digital artwork and animations using drawing and design programs. In music, they can compose and edit music using digital audio software. In PSHE (Personal, Social, Health and Economic Education), pupils might collaborate on e-safety projects or create digital posters promoting wellbeing. These approaches allow pupils to see the practical relevance of ICT across all areas of their learning.

Curriculum adaptations are made to meet pupils' individual needs and support EHCPs. They also address learning gaps while giving priority to inclusion. Teachers use assessment information, pupil profiles, and regular multidisciplinary team reviews. This helps them fine-tune content, pace, and support. Adaptations may include scaffolded activities, personalised learning tasks, targeted interventions, or assistive technology. Pupils with specific needs receive additional support and resources. Learning objectives are adapted to ensure access, engagement, and progress for all. The computing curriculum remains flexible and responsive so every child can achieve their full potential, regardless of starting point. The curriculum is regularly reviewed to keep it current, engaging, inclusive, and responsive to pupil needs.

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. Much of the subject-specific knowledge developed in our computing lessons equips pupils with experiences that will benefit them in secondary school, further education, and future workplaces. From research methods, the use of presentation and creative tools, and critical thinking, computing provides pupils with the building blocks to pursue a wide range of interests and vocations in the next stage of their lives.

The National Curriculum for Computing (used as a framework at Muntham House School) and statutory guidance aim to ensure all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation (Computer science)
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs to solve such problems (Computer science)
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems (Information technology)
- are responsible, competent, confident, and creative users of information and communication technology. (Digital literacy)

**Impact and Assessment**

We assess computing throughout the year using the Arbor Education system. Teachers track progress with formative assessments (observations, questioning, pupil work) and summative assessments (end-of-unit and year evaluations). We record all data on Arbor to track attainment, identify learning gaps, and analyse trends. We report progress to pupils, parents, and senior leaders three times a year. Assessment results drive curriculum planning, so teachers provide targeted interventions and adapt objectives. This ensures all pupils are challenged and supported. We regularly review the assessment framework for accuracy and effectiveness, upholding a consistent and robust whole-school approach.

To demonstrate that we have accomplished our aims, pupils at Muntham House School should:

- Be enthusiastic and confident in their approach towards Computing.
- Present as competent and adaptable ‘Computational Thinkers’ who can use identified concepts and approaches in all their learning.
- Be able to identify the source of problems and work with perseverance to ‘debug’ them.
- Create and evaluate their own project work.
- Have a secure understanding of the positive applications and specific risks associated with a broad range of digital technology.
- Transition to secondary school with the skills, confidence, and enthusiasm for continued learning in computing.