



At Crooks Barn, we want pupils to access a broad and balanced computing curriculum that enables them to become skilled and lifelong learners in this essential subject. We aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way to be able to operate in the 21st century workplace. In a world where technology is integral in all areas of life, we want pupils to be able to use and explore technology with confidence to solve problems, simulate real-life, be creative and find solutions. Through hands on activities pupils will develop key skills in computing: learning to code programmes and debug them, using creative tools across the curriculum and learning to navigate the vast resources available online. Underpinning the curriculum, pupils will learn how to use technology safely and responsibly; they will know how to keep themselves and others safe in the virtual world that they access and recognise the dangers as well as the merits of the World Wide Web.

Our Aims- Intent

Overall, the aim is to prepare students for a world increasingly reliant on technology by providing them with the knowledge, skills, and mindset necessary to thrive in a digital age.

1. To allow children in early years to begin to develop an interest in computing and start asking questions about technology and prepare them to be safe online. This interest forms a foundation from which their knowledge can develop.
2. To deliver a computing curriculum that promotes and supports the educational use of computing in school within the requirements of the National Curriculum.
3. To offer our pupils the opportunities to develop a wide range of computing skills which can be used in school, in leisure activities and eventually can be transferred into the world of work.
4. To enable our pupils to use ICT to develop investigative and problem-solving skills, which can be applied in a wide range of situations within school and wider contexts.
5. To give staff the opportunity and expertise to be confident and passionate in their delivery of ICT.
6. To assess knowledge attained effectively through retrieval and cross-curricular links such as using computing skills to produce work in other areas of the curriculum.

Teaching and Learning

Computing at Crooks Barn follows a carefully planned curriculum which builds upon knowledge, skills and concepts as children move throughout school. Following a local resource SPARK Tees Valley scheme, staff deliver a 1-hour weekly computing lessons which have been mapped out onto a Long-Term Plan which sets out the units that are to be covered, this ensures the requirements of the National Curriculum are met. Delivering weekly lessons allow children to broaden their understanding and learning. The Progression document clearly identifies the knowledge, skills, and vocabulary and how children build upon this each week, term and year.

Each computing lesson consists of the use of a computing PowerPoint that follows a clear lesson structure. A lesson structure has been devised for all year groups to provide a framework for effective teaching and learning. This creates a supportive environment for both teachers and students, facilitating clarity, consistency, engagement, and progress toward learning goals. The structure is as follows: retrieval, key vocabulary, tinker time, teach and apply and reflect and respond. To support children in exploring



technology we have introduced 'Tinker Time' at the start of each lesson. Tinker time in a computing lesson serves several valuable purposes: Hands on learning, creativity and exploration, problem solving skills, self-directed learning and fostering curiosity. This enhances the child's learning experience and empowers students to become independent learners

We recognise that children are living in an increasingly technological world and aim to develop confidence and children's knowledge through our computing curriculum. Based on the needs of our children and the requirements of the National Curriculum we have produced a progression which sets out objectives for each year groups. Through the study of Digital Literacy, Coding and Online Safety we aim to give children a deep understanding of topics such as, publishing, presentation, filmmaking, data handling, sound production, coding, how to stay safe online and virtual reality composer.

Digital Literacy

Following the local resource SPARK Tees valley the digital literacy aspect nurtures a comprehensive approach that integrates Apple apps such as Pages, Keynote, Clips, Numbers, Reality Composer, and GarageBand from year 1 to 6. Starting from year 1, students are introduced to basic features of these apps, fostering skills in document creation, presentation design, video editing, data analysis, augmented reality creation, and music composition. As students' progress through the primary years, they delve deeper into the capabilities of each app, learning advanced techniques and exploring creative possibilities. Through hands-on projects and collaborative activities, students develop critical thinking, communication, and problem-solving skills while gaining confidence in using technology effectively. By year 6, students are proficient in utilising these Apple apps across various subjects, empowering them with essential digital literacy skills for academic success and future endeavours.

Coding

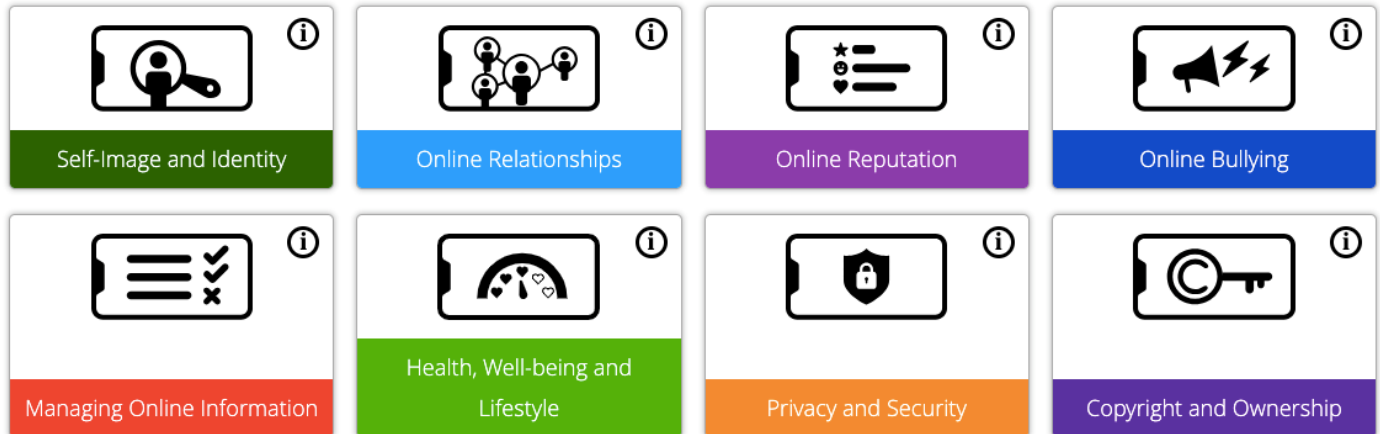
Coding at Crooks Barn consists of using the SCRATCH program from years 1 to 6, this introduces students to the foundational principles of computational thinking and programming in a fun and engaging way. Beginning in year 1, students are introduced to SCRATCH through interactive activities that teach basic concepts such as sequencing and loops. As students' progress through the primary years, they explore more advanced features of SCRATCH, including event handling, variables, and conditionals. Hands-on projects and collaborative activities encourage creativity and problem-solving skills, as students design and program their own animations, stories, and games. By year 6, students have developed a solid understanding of coding concepts and are able to create sophisticated projects using SCRATCH, preparing them for further exploration in computer science and technology.

Online Safety

At Crooks Barn we take online safety extremely seriously and there is a clear focus given to this both in computing and PSHCE. This is to ensure all pupils are aware of how to use technology safely both in and out of school and who to approach if they have any worries or concerns about anything they have seen online. Online safety is addressed both in lessons and in whole-school assemblies, allowing us to promote healthy attitudes to online activities at an age-appropriate level.



We deliver our Online Safety lessons each term following the 'Project Evolve' Scheme. Each term there is a focus topic which is revisited each week through retrieval questioning.



In addition, alongside our PSHE curriculum, pupils will learn how to become active, responsible digital citizens online. With most pupils being active online at a young age and with a lack of parental understanding, we deliver a curriculum that teaches them how to act safely and responsibly on the internet and what to do if they do not feel safe online. Information is also delivered to parents weekly from the National College named 'Wake-up Wednesday' which signposts parents to relevant information on how to keep their children safe online. We also aim for our pupils to be critical, informed users of the internet, meaning they can identify reliable and credible information. This will help them with research as well as making responsible, informed decisions as adults.

[Curriculum Planning](#)

Long-term planning

Long-term planning for computing maps out where each unit is taught throughout the year.

Medium-term planning

Medium-term planning is developed from the LTP and includes a more detailed plan of the main objectives for the term, a lesson sequence, and a detailed account of the lesson structure and what to expect at each point of the lesson.

[The Foundation Stage](#)

Although 'Technology' is no longer an ELG, it is our Crooksbar intent to create firm foundations in computing from the EYs and therefore we have developed our own skills progression to support children as they transition from reception to the Y1 curriculum. We recognise that children are growing up in a technologically diverse world, and as such we seek to prepare them for this as best we can. It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as role play. Children gain confidence, control, and language skills through opportunities to explore using non-computer-based resources such as telephones, controllable traffic lights, radios and walkie-talkie sets.



Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language and children with speech and language needs.

Contribution of Computing in other Curriculum areas

Incorporating computing into other subjects can enrich the learning experience and help students see the relevance of technology across various domains. The SPARK Tees Valley Scheme has multiple cross curricular links and demonstrates how to utilise computing in subject specific areas. Many concepts in computing, such as data analysis, modelling, and programming, have applications across multiple subject areas. By integrating computing into other subjects, educators can create meaningful connections between different areas of the curriculum, helping students see the interdisciplinary nature of learning and fostering a more holistic understanding of concepts

Equal opportunities

Ensuring equal opportunities when delivering a computing curriculum is paramount to fostering an inclusive learning environment. Every child at Crooksbar Primary School has an entitlement to use ICT to enable them to achieve their full potential. All pupils are offered the same opportunities to develop their ICT knowledge and skills in line with statutory requirements and to support and enhance their learning in the wider context. By offering varied learning modalities, personalised support, and inclusive teaching practices, every student can engage meaningfully in computing education, regardless of their individual circumstances. This commitment to equal opportunities fosters a sense of belonging and empowers all students to reach their full potential in the digital age.

Special Educational Needs

The use of Information and Communication Technology (ICT) for children with special educational needs (SEN) offers a transformative approach to learning that caters to individual abilities and preferences. ICT tools and assistive technologies can be tailored to meet the diverse needs of children with SEN, providing personalised support for communication, literacy, numeracy, and sensory integration. From specialised software and applications to adaptive devices and interactive learning platforms, ICT enables children with SEN to access educational content, engage in activities, and communicate effectively. Moreover, ICT facilitates inclusion by breaking down barriers to participation and fostering independence, empowerment, and social interaction. By leveraging the power of ICT, educators can create inclusive learning environments that empower children with SEN to thrive academically and socially.

Assessment, recording and reporting

Student progress in computing education is monitored regularly through assessment and feedback mechanisms. Assessment methods are used to evaluate students' proficiency in digital literacy, coding and online safety through recording final pieces of work on an electronic floor book. Teachers record partial and completed work in the form of a presentation with staff and pupil voice attached. Feedback from teachers, students, and parents is collected to evaluate the effectiveness of the computing program and inform continuous improvement efforts. Children are allocated a specific iPad which is numbered and will use this iPad for their time at Crooksbar. They save their work weekly which can be accessed by staff. The iPad devices also have apple classroom which allows teachers to view specific children's work throughout a lesson and share with other children.



Monitoring and Evaluation

Children save work within the apps they are using. The computing Lead chooses two children from each school year to 'track' to enable Lead to monitor and evaluate progress through the school. These children will also contribute to pupil voice. These children will then be tracked throughout their school career.

Role of the Subject leader

The computing lead is responsible for:

- The time-tabling and overall use of the laptops and iPads. Any faults or problems are to be reported to One IT via the helpdesk.
- Updating the Computing Action Plan
- Reviewing the ICT and Internet policies.
- Ensuring the Computing scheme of work is being used and adapted, as appropriate, throughout school.
- Have responsibility for securing high standards of teaching and learning within the subject area.
- Ensuring all staff feel confident in delivering the scheme of work.
- Ensuring staff are following the lesson structure to ensure consistency in all year groups.
- Monitoring and assessing Computing in school by tracking two children from Y1-Y6.
- Arrange formal or informal training for any member of staff who requires it, together with the key persons. Any member of staff wishing to attend a computing course must go through the agreed school booking system.

Resources

At Crooks Barn the children from Nursery to Year 6 have access to iPads, Laptops, interactive whiteboards, cameras and BeeBots. All iPads have access to the relevant apple apps needed to access the curriculum. Alongside this staff iPads have access to Apple Classroom which allows staff to control student iPads by locking the screen, sharing their screen and loading up specific apps or websites for the children to access.

All staff have access to SPARKS Tees Valley resources which can be intertwined throughout our curriculum this allows staff to effectively deliver the computing curriculum and gain further information on how to deliver the computing curriculum in other subject areas. All staff also have access to Project Evolve our online safety platform which can be accessed at any given time to deliver a whole lesson or retrieve resources.

Health and Safety

Teachers and classroom assistants (or Y6 monitors when able) will be responsible for setting up and shutting down laptops and iPads for Foundation and KS1 children until the teacher deems the children to be sufficiently proficient to do it themselves. Year 2-6 pupils will be taught how to set up and shut down independently, but staff will remove and return to the computing trolleys and plug in. Laptops and iPads are cleaned using disinfectant wipes between every use. Children should be encouraged to sit properly at the computers and not to spend too long in front of the screen at any one time. Children do not use the internet unsupervised. All parents and children will have read 'Rules for Responsible Internet Use' letter (Appendix A) and signed the 'Internet consent' letter (Appendix B) and returned it to school.

Parents are made aware of the use of photographs and/or videos of children and children's work using our Photo/ video consent letter. A record is kept in Staff Shared area so that all staff are aware of those who



[Crooksbar Primary School](#)

[Computing Policy](#)



we do not have consent for photos/video/work. Crooksbar YouTube account is unlisted and videos can only be viewed via a link shared with parents/carers as appropriate. The school Twitter account is locked and followers are approved by SLT.