Parkside
Primary School

Computing Policy

Reviewed September 2026

Parkside Primary School

COMPUTING POLICY

The aim of the computing curriculum is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to use computing technology in the effective teaching of their subject.

The computing curriculum offers opportunities for pupils to:-

- Understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Be responsible, competent, confident and creative users of digital devices and the Internet.

Computing (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information, but also to model, measure and control external events, to solve problems and to support learning in a variety of contexts, not least through the use of the Internet, across the whole curriculum. The term computing is understood to incorporate Information Technology.

Parkside's Aims and Principles

Computing is important because its use is widespread in the modern technological world and is likely to continue to grow.
Computing skills are recognised as cross curricular within the National Curriculum and their use is called for or assumed in all subjects except PE to support and enrich pupils' learning. It is also a knowledge and skill area in its own right. As in other areas of the curriculum we incorporate the requirements and recommendations of the National Curriculum into our planning and assessment at class, year and school level.

Every pupil will have appropriate experience in all areas identified by government legislation and guidance. All pupils will have experience in the following areas: computer science (CS), information technology (IT) and
digital literacy (DL).

Strategies for the use of computing

In order to ensure that valuable areas of experience are covered, computing use is integrated into the curriculum followed throughout the school, including Early years. Pupils have experiences of a variety of software that allows teachers to provide for progression of skills, concepts and applications. The software used throughout the school is shown in the computing scheme of work and the schemes of work for other curriculum areas. All classes will have equal access to the computing suite for whole class work. Tablet devices and Chromebooks are also used in a mobile capacity. Pupils will have the opportunity to work individually, in pairs and in small groups, and will experience the frequent use of computing in their own classrooms. Pupils will become increasingly independent in their use of computing and the choice of software required for any given curriculum activity. This aim should be kept in mind from the earliest contacts pupils have with computers, by informing them clearly why they are using a computer for a particular activity.

Equality of Opportunity

All pupils should develop positive attitudes towards computing; they should develop an understanding of potential of computing and show confidence and enjoyment in its use.

Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence with their peers.

Pupils who experience difficulty with mastering the technology or just work more slowly should be allowed extra time or opportunities to work with computing projects.

Specialised access software and hardware will be available for pupils with special educational needs. All reviews of provision for pupils with special needs should include consideration of a child's access to a computer.

Consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

Strategies for Ensuring progress and Continuity

Planning for the use of computing is a process in which all teachers are involved, wherein computing activities which take into account the breadth of study and knowledge, skills and understanding pupils should acquire and the software they should become familiar with and integrated into the whole curriculum. Subject co-ordinators, supported by the Computing Co-ordinator where appropriate, are responsible for identifying needs and opportunities for the use of computing within their subject area.

The Role of the Computing Co-ordinator.

The Computing Co-ordinator is responsible for reviewing and updating the School's policies relating to computing, monitoring standards of achievement and progression, induction of new staff, the co-ordination of assessment and to work alongside the Computing technician. The Computing Co-ordinator will also offer advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate, liaise with other curriculum co-ordinators to ensure effective use of computing in their areas and keep abreast of new software, particularly that which could be appropriate for project work or pupils with Special Needs.

The Role of others in the School

The school employs a Computing technician for one day a week, his role is to support the Computing Co-ordinator and teaching staff. The role involves maintenance of the school curriculum network, the management of the school's hardware and software, the co-ordination of repairs and to offer support with projects. The technician works alongside another primary in the local authority who also use the technician's services, where shared knowledge is brought to both sites as well as enhancing buying power.

The school buys into a managed service for the administration staff; this includes the support of finance and database packages.
The classroom teachers are responsible for the delivery of the policy and the scheme of work and the care and security of the software and hardware in their classroom and other shared areas such as the computing suite.

Parkside Primary School has a responsibility to teach and uphold the laws and guidance on copyright. Images on the Internet are not freely available and we have a responsibility to teach children how to check and use information and images appropriately. Microsoft Office clipart now includes photos and moving images. These are allowed to be used if not for profit.
The school is corporately responsible for ensuring that copyright regulations are not infringed.

Recording and Assessment

Pupils' work in computing is assessed and recorded in line with the school policy on assessment. Teacher assessments are made at the end of each unit, mainly on a half termly basis. A comment on each child's progress and ability to use a computer with confidence and competence across a variety of applications is made in the annual report to parents and a target for improvement set.

Resources

The Computing technician will arrange for the care and security of central computing resources including master copies of all software in use on the school's computers, master copies of documentation, licences, and kits of hardware and associated software for control and measurement activities.

The responsibility for other computing equipment such as video and sound recorders, microphones, piano keyboards, televisions and video recorders (with the exception of any permanently attached to Interactive Whiteboards), electronic toys etc. lie exclusively with the school. The Computing technician will offer advice and INSET on new equipment and technologies and support their introduction into classroom use.

In recent years there has been a boom in the education opportunities that are available online. We have bought into the following to give pupils safe access to online educational opportunities outside of school. These are:

- Purple Mash
- Oddizzi
- Times Tables Rock Stars
- Google Classroom
- Accelerated Reader
- Canva
- MyMaths
- Scratch

Identity, Access, and Profile Security (Google Workspace & Shared Devices)

Parkside Primary School operates a strict identity management framework to secure pupil data and prevent identity impersonation. All pupils are allocated an individual, unique school Purple Mash and Google Account.

Passwords

Pupils are explicitly taught the security risk of credential sharing as part of the Digital Literacy curriculum.

Device Management

To mitigate the risk of unauthorized data access or child-on-child tracking, all school Chromebooks are centrally managed via Google Admin Console to automatically clear user sessions upon logout. Shared PCs do not save browser passwords. Teachers must actively supervise and verify that all children have logged out of their profiles at the conclusion of every lesson.

Third-Party Access

The 'Sign in with Google' feature is administratively restricted. Pupils cannot use school credentials to create accounts on unvetted external web platforms, unapproved generative AI utilities, or commercial gaming sites.

System access, identity management, and platform infrastructure

Chromebooks

All Chromebooks are enrolled within the school’s managed Google Admin Domain.

Devices are configured via administrative policy to run in ephemeral mode. Local user data, session histories, and browser caches are automatically destroyed the moment a pupil logs out or closes the device lid.

Shared PC Framework

Shared desktop computers utilise locked down, generic local station logins to access the operating system. Access to internet-based learning platforms requires individual login authentication. Browsers are administratively blocked from caching, saving, or remembering user credentials or alphanumeric passwords.

iPad

Pupils' tablets are controlled via a centralised Mobile Device Management (MDM) server. Individual Apple ID logins are completely disabled at the device level. App deployment is handled strictly by the computing lead via volume purchasing. Pupils access cloud tools and Purple Mash via secure, containerised app instances that require profile logouts at the end of each session.

Staff Tablets

Staff may be issued with a school iPad for work use at home. These devices will be maintained by the school but staff should take reasonable care in their handling. School iPads used at home should not be used for any activity in contravention of the school's acceptable internet use policy, such as illegal file sharing.

The school will pay for and install anti-virus software but any device for use at home are the responsibility of the staff member. Staff should carry out any updates when requested by the school or hand the iPad into the school for updating when requested.

Access and Privacy

The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space stored on our servers.

No user should attempt at any time to install software of any kind onto the school's network or onto any workstation connected to it, including screensavers. If a member of staff wishes to have software installed the agreement of the Computing Co-ordinator or Head teacher should first be sought, the licence checked and the relevant media handed to the Computing Co-ordinator or Technician to arrange for installation.

All users of the network must be aware that their user areas and individual files may on occasion be assessed by the network administrators and files which contravene any part of this policy may be removed.

All use of the school's computing resources should be in line with this policy and the rules laid out in the school's Acceptable Internet Use Policy.

Health and Safety

Computing equipment should be treated with the same care as any other electrical equipment.

Pupils should be encouraged from the earliest age to consider and adjust their posture when using the keyboard in order to avoid strain to the arms and back.

Staff should consult the SENCO and school nurse (if necessary) with regard to any implications of the use of computing for known medical conditions e.g. epilepsy, visual impairment.

Staff using digital projectors should be made aware of the safety guidelines and follow the safety guidelines in them.

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