GATEHOUSE SCHOOL

Computing Policy

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Approved by:	Governors
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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
October 2025	All Sections	Full policy review (below), formatting.

Section / Area Updated	Summary of Change	Reason / Reference
Overall structure	Rewritten using the **Intent** → **Implementation** → **Impact** model.	Aligns with Ofsted and ISI frameworks for curriculum design and evaluation.
Legislation and guidance references	Updated to reference **KCSIE 2025**, **DfE Teaching Online Safety in Schools (2019 / 2024 update)**, **Data Protection Act 2018 / UK GDPR**, and the **Equality Act 2010**.	Ensures compliance with current DfE and safeguarding legislation.
Curriculum aims and terminology	Streamlined to remove duplication and replace outdated “ICT” language with **Computing, Digital Literacy, Information Technology, and Computer Science.**	Modernises the policy and clarifies scope.
Curriculum design and teaching	Added description of sequencing, progression, and EYFS approach.	Strengthens clarity on curriculum structure and intent.
Use of technology to support teaching and learning	New section outlining how technology enhances learning, assessment, accessibility, and teacher practice.	Reflects *DfE EdTech Strategy* and demonstrates whole-school application.

Cross-curricular integration	New section showing how Computing links with other subjects and supports creative, data, and problem-solving projects.	Evidences breadth, balance, and real-world relevance under *ISSR Part 1*.
Online safety and digital resilience	Condensed and modernised with emphasis on misinformation, disinformation, AI literacy, screen-time balance, and DfE filtering/monitoring expectations.	Aligns with *KCSIE 2025* and national online-safety guidance.
Inclusion and accessibility	Strengthened to highlight SEND/EAL access, assistive technologies, and gender equality.	Supports *Equality Act 2010* and ISI inclusion standards.
Roles and responsibilities	Clarified roles for the **Computing Lead**, **DSL**, and all staff.	Defines accountability and ensures whole-school safeguarding culture.
Data protection and safeguarding	Added compliance statement for **UK GDPR** and data-security practices related to pupil accounts and digital content.	Reinforces legal responsibilities for data handling and privacy.
Assessment and impact	Reframed outcomes to focus on pupil knowledge, confidence, and safe, independent digital practice.	Provides clear measures of success for self-evaluation and inspection.
Health and safety	Removed generic workstation/ergonomic content.	Avoids duplication with the Health & Safety Policy.
Scheme of work and progression	Relocated detailed content to **Appendices** for long-term planning and progression evidence.	Keeps main policy strategic and concise.
Formatting and clarity	Simplified layout, headings, and tone for readability and alignment with other Gatehouse policies.	Consistency and ease of inspection reference.

1. Intent

Gatehouse School aims to equip every pupil with the knowledge, skills, and confidence to participate safely, creatively, and effectively in a rapidly changing digital world. Our Computing curriculum enables pupils to develop computational thinking, digital literacy, and an understanding of computer systems so that they can solve problems, express themselves, and make informed, responsible choices when using technology. We want our pupils to become confident and critical users of a wide range of digital technologies, capable of adapting to new tools and contexts while understanding their impact on society and the wider world.

Through Computing, pupils will:

- Develop a secure understanding of how digital systems work and how to use them to create purposeful outcomes.
  Build the foundations of computational thinking through coding, logic and problem-solving.
- Become confident, responsible users of technology who understand how to protect their privacy, manage online relationships and recognise digital risks.
- Understand how technology connects to everyday life and future careers, including the role of **artificial intelligence (AI)** and emerging technologies.
- Engage with a curriculum that promotes equality, accessibility and inclusion for all learners, in line with the **Equality Act 2010**.

This intent reflects the statutory aims of the National Curriculum and supports the Independent School Standards' requirement for a balanced and broadly based curriculum that prepares pupils for the opportunities, responsibilities and experiences of adult life.

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2. Implementation

2.1 Curriculum Design

- Computing is taught weekly from EYFS to Year 6 through a structured scheme of work that ensures clear progression in **computer science**, **information technology**, and **digital literacy**.
- Teaching draws upon the National Curriculum for Computing (2014) and the DfE's *Teaching Online Safety in Schools (2019, updated 2024)*.
- The scheme of work builds knowledge cumulatively so pupils revisit key concepts in increasing depth each year.
- EYFS pupils explore early digital skills through play, investigation and cross-curricular links within *Understanding the World*.

2.2 Teaching and Learning

- Lessons include unplugged activities, coding, creative digital design, data handling and responsible online behaviour.
- Pupils use a range of devices and platforms (e.g. tablets, Chromebooks, BBC Micro:bits, Google Workspace, creative media tools) to enhance engagement and learning.
- Computing is integrated across subjects to reinforce transferable skills and deepen understanding.
- Learning is differentiated so that all pupils can access challenge and support appropriate to their needs.

2.3 Use of Technology to Support Teaching and Learning

- Gatehouse School integrates technology purposefully to enhance teaching, learning and engagement across the curriculum.
- Teachers use a range of digital tools — such as interactive displays, online collaboration platforms, coding software and creative design applications — to model concepts, support differentiation and provide immediate feedback.
- Pupils use technology to research, create, present and collaborate, building confidence and independence in their learning.
- Technology is also used to support formative assessment and accessibility for all pupils, including those with additional learning needs.
- Staff receive regular CPD to ensure confident, ethical and safe use of digital and AI-enabled tools, in line with *DfE EdTech* and *KCSIE 2025* guidance.

2.4 Cross-Curricular Integration

- Computing knowledge and skills are applied meaningfully across subjects to strengthen connections between digital learning and real-world application.
- Examples include using data handling in Mathematics and Science, digital mapping in Geography, animation and publishing in English and Art, and coding or design tasks linked to Design & Technology.
- Cross-curricular projects promote creativity, collaboration and problem-solving while reinforcing responsible technology use and online safety principles.
- The Computing Lead works collaboratively with other subject coordinators to plan and evaluate opportunities for digital literacy and computational thinking throughout the wider curriculum.

2.5 Online Safety and Digital Resilience

- Online safety is taught explicitly in every year group and reinforced across PSHE and assemblies.
- Teaching covers privacy, digital footprints, cyber-security, misinformation, disinformation, and appropriate use of AI tools.
- The School ensures a whole-school approach to online safety, in line with *KCSIE 2025* and the *ISSR Standards*.
- Filtering and monitoring systems meet DfE expectations for safety and effectiveness, reviewed annually by the DSL and Computing Lead.
- Pupils are taught strategies for managing screen time, protecting mental wellbeing and seeking help when they encounter online concerns.

2.6 Inclusion and Accessibility

- The Computing curriculum is inclusive of all learners and adapted to meet individual needs, including those with SEND or EAL.
- Assistive technologies are used where appropriate to support access and participation.
- The School ensures equitable opportunities for boys and girls to engage with computing and technology.

2.7 Roles and Responsibilities

- The **Computing Lead** oversees curriculum planning, assessment, staff development and the integration of technology across subjects.
- The **DSL** ensures online safety education and digital safeguarding are embedded across the curriculum.
- All staff are responsible for modelling safe, respectful and responsible use of technology in line with the **Staff Code of Conduct** and **Online Safety Policy**.
- Regular CPD keeps staff informed of technological developments, AI literacy, and updated online-safety guidance.

2.8 Data Protection and Safeguarding

- All digital activity complies with the **UK GDPR** and **Data Protection Act 2018**, ensuring that personal data is processed lawfully and securely.
- The use of online platforms and pupil accounts is managed through secure systems, with appropriate parental consent where required.
- Any online-safety or data-protection concern is reported immediately in accordance with the School's **Safeguarding and Child Protection Policy**.

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3. Impact

The impact of the Computing curriculum is measured through:

- Pupil outcomes that demonstrate secure knowledge and application of key concepts in computer science, information technology and digital literacy.
- Pupils who can design, create and evaluate digital content confidently and responsibly.
- Evidence of progression through lesson observation, pupil voice, digital portfolios.
- Pupils who demonstrate safe and respectful behaviour online and understand how to respond to risks or misuse.
- Teachers who use assessment to inform future planning and adapt teaching to meet the needs of all learners.
- A culture across Gatehouse School where technology enhances learning, creativity and connection, preparing pupils to participate safely and successfully in the digital world.

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4. Review

This policy is reviewed annually by the Computing Lead, DSL and SLT to ensure compliance with current DfE and KCSIE guidance and to reflect emerging technologies and online-safety priorities.

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5. Linked Policies and Guidance

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Data Protection and Privacy Policy
- Equality, Diversity and Inclusion Policy
- Staff Code of Conduct
- PSHE and RSE Policy

Appendix 1: Cross-curricular use of Technology

At Gatehouse School, technology is used thoughtfully to enhance – not replace – high-quality teaching and learning. Interactive whiteboards (IWBs), visualisers, tablets, and short digital clips help teachers model ideas, demonstrate processes, and bring learning to life in an age-appropriate, supervised, and time-limited way.

Screens are **never used as passive entertainment**. Every use of digital media serves a clear learning purpose, supports engagement, inclusion, and understanding, and is guided by the teacher at all times. Staff consistently pause, question, and discuss what is shown so pupils remain active participants.

All use of screen-based media is **age-appropriate, time-limited** and **supervised**, ensuring technology remains a tool to support, not replace, quality first teaching.

Guiding Principles

- All clips, sites and programs are **pre-checked for suitability** by the class teacher or subject lead.
- Screen use is **supervised, purposeful, and time-limited**, supporting specific learning intentions.
- Teachers **pause, question, and discuss** to maintain active learning and comprehension.
- Technology enhances inclusion and accessibility, providing visual reinforcement for complex or abstract ideas.
- All practice aligns with the **Gatehouse School Online Safety Policy**.

Specialist Subjects

Subject	Interactive Whiteboard Use	Screen Time and Purpose
Art	Google Slides / PowerPoint to display project information across year groups. Visualiser to demonstrate drawing or practical techniques.	~15 minutes across lessons. Used to show exemplar work and model processes.
Drama	PowerPoint/Slides to display imagery and contextual references.	Short historical or cultural video clips (e.g. 1920s Josephine Baker footage) to deepen understanding.
French	PowerPoint flashcards and word banks to introduce and reinforce vocabulary.	Interactive platforms (*Digital Dialects*, *Virtual French*, *Duolingo Classroom*) for vocabulary games, quizzes, and cultural immersion. BBC / YouTube songs and *Virtually French* clips for pronunciation and culture.
Science	PowerPoint presentations and diagrams to introduce topics.	Short, relevant videos (e.g. Charles Darwin and Evolution) to enhance conceptual understanding.

	Visualiser for live experiment demonstrations and specimen display.	
Nurture Groups	Occasional IWB use for displaying problem-solving tasks or resources.	Chromebooks for Google Classroom tasks, research, coding clips, and BBC Bitesize visuals.
Music	Smart Notebook for rhythm and notation; *SingUp* and *Charanga* to display lyrics.	Song videos, rhythm demonstrations, and short clips of orchestras / performers (e.g. Kanneh-Mason family) to inspire and diversify representation.
P.E. and Games	Demonstration videos (e.g. Fosbury Flop) displayed on IWB for technique modelling.	Short, paused analysis clips to support tactical understanding when lessons move indoors due to weather.
Humanities / R.E.	PowerPoint slides to display key facts, timelines and maps; interactive quizzes.	Short BBC / Dan Snow clips to explore historical and religious topics (e.g. WW1, Diwali, Eid).

Early Years Foundation Stage

Technology in Nursery and Reception supports early exploration and language development. Teachers use short, interactive clips (3–8 minutes) to introduce or reinforce learning, always pausing to question and discuss with the children. Screen use is supervised and forms only a small part of practical, play-based learning.

Year Group	**Interactive Whiteboard Use**	**Screen Time and Purpose**
Nursery	Used for targeted learning objectives. Teachers narrate and pause frequently.	Short clips (3–8 mins) to support numeracy, literacy, music and topic learning (e.g. wildlife, celebrations). Used for cultural videos during Link Assemblies and topic introductions.
Reception	PowerPoints and Smart Notebook pages for modelling in maths, phonics, literacy and topic work.	Short maths songs, *Numberblocks* episodes, phonics or story videos (< 5 mins) to reinforce concepts. Regular use of *Education City*, *Discovery Education*, *Top Marks*, *BBC Bitesize*, *Jack Hartmann Music*.

Examples of common sites we may use in EYFS:

https://www.educationcity.com
https://www.discoveryeducation.co.uk
https://www.abcya.com
https://www.topmarks.co.uk
https://www.education.com
https://m.youtube.com/c/JackHartmann

Key Stage 1

In Key Stage 1, technology helps pupils practise early reading, phonics, and number skills through short, interactive bursts of learning. All use is teacher-directed and combined with traditional books, discussion, and practical work.

Year Group	Interactive Whiteboard Use	Screen Time and Purpose
Year 1	PowerPoints / Smart Notebook for modelling maths, phonics and literacy.	Short phonics videos (~3 mins), story clips and topic videos. Used via *Education City*, *Discovery Education*, *Top Marks*, *BBC Bitesize*, *CBeebies*.
Year 2	Google Slides / PowerPoint to model learning and allow interactive demonstrations.	Games such as *Hit the Button*, *Smoothie Maths* and *Daily 10*; Literacy Shed videos for writing stimulus; songs for number bonds and times tables. Short subject clips for Humanities and Science.

Examples of common sites we may use in KS1:

https://www.educationcity.com
https://www.discoveryeducation.co.uk
https://www.abcya.com
https://www.topmarks.co.uk
https://www.education.com
https://m.youtube.com/c/JackHartmann

Key Stage 2

As pupils move through the Juniors, technology supports deeper understanding and critical thinking. It is used for modelling reasoning, presenting information, and fostering discussion about real-world issues. Digital media is always integrated with written, practical and spoken learning.

Year Group	Interactive Whiteboard Use	Screen Time and Purpose
Year 3	PowerPoints for modelling in maths and English; IWB used interactively with pupil input.	*Hit the Button*, *Mathletics*, *Atom Learning,* BBC Bitesize revision clips;

		Newsround for current affairs and PSHE discussion.
Year 4	Slides to demonstrate and model examples; visualiser for handwriting and shared writing.	*Hit the Button*, *Mathletics*, *TimesTable Rockstars*, *Atom Learning*, White Rose (Vimeo) videos; BBC Bitesize grammar/poetry clips; Newsround for discussion.
Year 5	PowerPoint, Word and Excel for modelling and worked examples.	Interactive maths games, educational songs (e.g. BIDMAS), *Atom Learning*, BBC Teach grammar clips, Pobble literacy resources, and Newsround current-affairs videos.
Year 6	PowerPoint and Google Slides for concept modelling and creative writing examples.	*Atom Learning*, *Spelling Frame*, BBC Bitesize grammar and literature clips, YouTube poetry / Macbeth extracts, refugee-themed PSHE videos, and Newsround.

How We Ensure Balance and Safety

- **Purposeful use:** Every use of technology has a defined educational goal and is planned within the lesson sequence.
- **Supervision:** A teacher or teaching assistant is always present; screens are never used for unsupervised viewing.
- **Active learning:** Teachers pause, question and discuss throughout to ensure understanding.
- **Time-limited:** Clips and digital tasks are brief; the majority of lesson time is spent in talk, writing, reading, experimentation or practical activity.
- **Safeguarding:** All content is previewed by staff and adheres to the *Online Safety* and *Digital Strategy* policies.
- **Balance:** Each day includes varied learning – written, verbal, creative, outdoor and physical – ensuring pupils' overall wellbeing and healthy screen habits.

At Gatehouse School, technology enhances creativity, communication and curiosity. Pupils are **never left watching screens passively**; instead, they are guided to think, question and apply what they see. Interactive whiteboards and digital platforms are tools that *support* our teaching – not substitutes for it – and they play a small but meaningful part in a rich, varied and balanced curriculum.

Appendix 2: Long-Term Computing Scheme of Work 2025–26

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
R	Using the Mouse (Online Games)		Digital Citizenship & Online Safety	Typing Skills (Home Row and Numbers)	Coding (Programmable Toys)	Coding (Code.org - A)
1	Typing (DanceMat 1)	Typing Fortnight of Code (Code.org - A)	Digital Citizenship & Online Safety	Tables / Charts (Pictograms) (Busythings)	Coding (Code.org A)	Digital Painting and Computing Skills (Painting)
2	Typing (DanceMat 2)	Typing Fortnight of Code (Code.org - B)	Digital Citizenship & Online Safety	Tables / Charts (Bar Charts)/ (Busythings)	Visual Documents (Word/Busy things)	Coding (code.org course B) Presentation Skills (Slides)
3	Google Account (GMail/Google Classroom/Typing Club)	Coding (Code.org - C)	Digital Citizenship & Online Safety	Tables/Charts Branching Databases (Busythings)	Coding (Scratch Animation)	Coding
4	Digital Storytelling	Computing & the Built Environment and Fortnight of Code	Digital Citizenship & Online Safety	Database* Flat-file Databases (Busythings)	Scratch Coding creating Quizzes and Games	Coding (Code.org - D)
5	Digital Literacy	History of Computing and Fortnight of Code	Digital Citizenship & Online Safety	Introduction to Physical Computing & Data 1	Coding (Code.org - E)	Introduction to Canva

6	The WWW and the Internet	Building our websites (Google Sites)	Digital Citizenship & Online Safety	Image editing and manipulation (Pixlr)	Introduction to Physical Computing & Data 2	Multimedia Digital Time Capsule with Canva

Appendix 3: Online Safety Curriculum Overview (Healthy & Safer Lifestyles Digital Lifestyles)

Year 1&2 Kindness Online Decision making Positive Contributions Evaluating content Information storage & sharing Mental & physical wellbeing Responsibilities Reporting	What are some examples of ways in which I use technology and the internet, and what are the benefits? What is meant by "identity", and how might someone's identity online be different from their identity in the physical world? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? How might online challenges, dares or peer pressure try to influence my behaviour? What sort of information might I choose to put online, and what do I need to consider before I do so? When might I need to report something and how would I do this? Why is it important to keep reporting if the problem doesn't stop? What sort of rules can help to keep us safer and healthier when using technology? Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? Who are the trusted adults in and out of school, and how do I ask them for help?
Years 3&4 Kindness Online Benefits of technology Being healthier & safer Online identity Online contact Liking & trusting Mental wellbeing Reliability of online content Age restrictions Asking for help Harmful online	How might my use of technology change as I get older, and how can I make healthier and safer decisions? What are some rules for the responsible use of digital devices, both in school and at home? How does my own and others' online identities affect my decisions about communicating online? How might people with similar likes & interests get together online? Can I explain the difference between "liking" and "trusting" someone online? What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? How might someone try to pressure, manipulate or exploit me online (including fake friendships or gifts)? When looking at online content, what is the difference between opinions, beliefs and facts? Why is it important to ration the time we spend using technology and/or online? How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? Why are social media, some computer games, online gaming and TV/films age- restricted, and how does peer influence play a part in my decision-making? How can I recognise extremist or radical content online, and why is it unsafe?

challenges and hoaxes Radicalisation and extremism online	
Year 5&6 Kindness Online Decision-making Positive contributions Evaluating content Information storage & sharing Mental & physical wellbeing Responsibilities Reporting Filtering & monitoring Online reputation Online safety and the law	What are some examples of how I use the internet and the services it offers, and how do I make decisions? What are some rules for the responsible use of digital devices, both in school and at home? What are the principles for my contact and conduct online, including when I am anonymous? How can I critically consider my online friendships, contacts and sources of information and make positive contributions? How might the media shape my ideas about various issues, and how can I challenge or reject these? How do algorithms and targeted content influence what I see online? Can I explain some ways in which information and data are shared and used online? How does my digital footprint affect my future opportunities and online reputation? How can online content impact me positively or negatively? What are my responsibilities for my own and others' mental and physical wellbeing online, and how can I fulfil these? How can I recognise and respond to online bullying, harassment, coercion, grooming or exploitation? What are some ways of reporting concerns, and why is it important to persist in asking? Can I identify, flag and report inappropriate content? How does the law protect me online, and what behaviours might be illegal? What should I do if filtering and monitoring systems do not block harmful content?