



IGNITE INNOVATE INSPIRE

Policy for Computing and Digital Literacy March 2025

**“Have the courage to follow your heart and intuition.”
— Steve Jobs**

This policy should be read in conjunction with the Online Safety Policy

<https://docs.google.com/document/d/1Gb3Ej9gTr5pGLSirDejNsEmF9ZvNzllZxuyxQXZYOcc/edit?tab=t.0>

and the AI Policy (introduced in 2025)

https://docs.google.com/document/d/11vkqm8BdNYMQTEAbk_IOnTrqK2vkclLi_anO9vwXLIM/edit?tab=t.0

Curriculum Vision: Why we teach this Computing and Digital Literacy curriculum

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community.

Creating a safer online culture

At Monkhouse, we all rely on and benefit from the use of technology. As a school we aim to instil a safe online culture and realise how challenging it can be for home environments to ensure that their child remains safe online. We also appreciate that it is desirable to have particular measures in place to ensure that a child does not view inappropriate material from their mobile device or from a device at home. Where we hold a responsibility in educating children within Online Safety, at Monkhouse, we demonstrate our commitment to protecting our pupils online by working with National Online Safety, which we use to educate our children and also to provide resources for all parents and carers. These resources include explanation videos, monthly newsletters and weekly guides covering a huge range of topics: all of which can be viewed within your created space. As a school, we frequently encourage all parents and carers to sign up to this free to use resource through our school portal. In maintaining this safer culture and home relationship, we will often share particular information through the parental portal to keep parents and carers informed.

What we teach in our Computing and Digital Literacy curriculum

At Monkhouse, we provide a broad, balanced and progressive Computing and Digital Literacy curriculum, which is integrated into other areas of the curriculum where appropriate. We aim to ignite a passion for learning and exploring computing as it teaches and fosters creativity, allowing students to be practical and collaborative, equipping them to use computational thinking and creativity to understand and change the world. At Monkhouse, Computing and Digital Literacy has strong connections with the school's Project Based Learning, Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. The core of this subject area is divided into two areas: computer science and digital literacy.

Through the teaching of computer science, pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We hope to inspire each child to have the courage to follow their heart and intuition and we aim to provide them with the skills and confidence to innovate their knowledge of Computing to add meaning to their learning.

Our bespoke Digital Literacy curriculum has been designed in order to teach our children digital skills that can be used to approach their learning in new, transformational ways: including those previously inconceivable. It is here that we are in the process of working towards promoting creativity and metacognitive strategies in allowing children to consider how best to present or reflect on their learning.

In Computing and Digital Literacy, our curriculum is designed to allow the children to learn about being 'future ready'. This mantra is an underlying feature of lessons, and is planned for in order to allow curriculum links to be made and to promote critical thinking about how current learning fits within people's lives. This helps children to develop an awareness of the ever changing technological world and their position in developing their role within this.

How we teach our Computing curriculum

Having our own bespoke curriculum, we ensure that computing is taught progressively across school by explicitly modelling and using links between prior and current learning. Our curriculum is split into computer science and digital literacy. Children at Monkhouse are equipped with 1:1 iPads throughout KS2, shared devices in KS1 and class sets in EYFS. With these in the hands of our learners, our children are also provided with opportunities to explore and create digital content, across the curriculum, which allows them to showcase skills and explore their creativity.

Each computing lesson is designed to allow children to explore how technology can contribute to and advance other areas. We believe that being digitally literate is central to a child's future and this is interwoven through all aspects of school life and individual subjects; all showcasing how wide reaching computing is and its importance to everyday life.

Throughout each unit in computer science, children are exposed to a range of practical tools and are subjected to a wide range of technical vocabulary to help support their understanding of Computing as a subject. Children's experiences with computing and early programming in EYFS sees them explore hands on with machines that they can control that provide a direct reaction. In KS1, children are taught to understand what algorithms are and how to create and debug simple programs. Computational thinking is introduced and children are steered towards being able to use built on knowledge to logically explain reasoning to predict the behaviour of simple programs. Here, continuous provision sees Sphero Indi progress to incorporate the Sphero Jr. App and transition into Sphero Sprk+. As our children move into KS2 they design, write and debug programs that accomplish specific goals using LEGO WeDo 2.0 and LEGO Spike Prime kits. They learn about computer networks including the internet and how to use search technologies effectively. Children use a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Where our Digital Literacy curriculum has been designed, year groups have had specific skills tailored towards their phases to ensure that progression is evident in the build up of digital skills through EYFS to Year 6. This has been completed in line with iPad and Apple Education's Everyone Can Create series. As pupils undertake each year, they are directed towards completing outcomes that fall within three key areas: animation, explanation and presentation. This is to ensure that there is both a purposeful use of skills being taught and used and that the content being created is also of purpose.

Project Based Learning Opportunities

At Monkhouse, the use of technology is fundamental in supporting such links and accessing content through the development of digital literacy skills has the ability to open new doors and redefine children's learning. Technology is used across subjects to bring learning to life and to create digital outcomes allowing children to showcase their learning. This could be in the use of presenting, animations, videos, documentaries or a combination of all areas. Children use ICT to research, record and present their work using digital content with iMovie, Clips, Keynote and Green Screen. Technology is used across the curriculum to enhance children's outcomes through providing different opportunities to present their work. With the adjustments to creative outcomes in foundation subjects, there will also see an increase in digital work in these areas.

Assessment and Monitoring

We use a SOLO approach to assess key skills and knowledge in a unit and this helps identify children who require more support or have a greater depth of understanding. When appropriate, practical evidence from units covered or use of digital literacy (demonstrating computing skills and knowledge) should be evidenced within the child's Schoolwork account within the subject and lesson. Where work shows pride examples should be shared through the Yodeck player and pushed to the TV in the corridor. At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data and evidence in books and details actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

Involvement with External Agencies

Monkhouse primary School is part of the North Tyneside Learning Trust, which gives us the opportunity to draw on expertise, CPD and share best practice. We work collaboratively with other schools, trusts and ADE networks to develop our teaching of computing and experiences for our children.

Safeguarding and protecting children

Where school is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our pupils as well as our staff and systems, all children in Monkhouse are instructed to have the appropriate passcodes linked to their devices. This is as detailed in the agreements held in the Acceptable Usage Policies that pupils and their families read, agree to and sign.