



Lowerhouse Junior School, Burnley

COMPUTING POLICY	
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Date	September 2025
Date of Review	September 2026

Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Intent

Why do we teach Computing? Why do we teach it the way we do?

- At Lowerhouse Junior School, it is our intent to prepare our pupils for the digital world and unlock their true potential. Technology is changing the lives of everyone. Through teaching computing, we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.
- It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way.
- Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

Implementation

What do we teach? What does this look like?

- At Lowerhouse Junior School, there a clear and effective scheme of work that provides coverage in line with the National Curriculum. Teaching and learning facilitates progression across the key stage within the strands of digital literacy, information technology and computer science.
- Computing is taught both discreetly and is used within a range of lessons to help children to become creative thinkers and access learning in a variety of ways. Lessons are planned to maximise learning potential and a variety of digital devices are used to support this when appropriate. The range of programs and apps children access throughout their time in the school allows them to build a bank of resources to support them in developing their learning. Children become digitally literate.
- Throughout all year groups children are taught to use technology safely and respectfully, keeping personal information private; identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies. These skills are taught through specific units at the beginning of the year and then reinforced throughout the year to children.

Cross-Curricular links to Computing

English

Creating Media – Audio/Video/Animation -

Produce documentaries, news reports, or book trailers linked to class texts.

Use audio editing to create character monologues or poetry performances.

Programming A/B

Write clear, sequenced instructions (algorithms) to reinforce instructional writing.

Debugging activities strengthen editing and proofreading skills.

Data & Information

Use branching databases to classify characters, settings, or themes.

Maths

Programming A/B

Explore angles, coordinates, and shape through turtle graphics or Scratch.
Use variables and repetition to model number patterns or sequences.

Data & Information

Collect and analyse data from class surveys; create charts and interpret results.

Systems & Searching

Compare search algorithms to problem-solving strategies in maths.

Geography

Data & Information

Create databases of countries, climates, or physical features.

Use spreadsheets to analyse weather patterns or population data.

Creating Media – Digital Mapping

Use digital tools to create maps, annotate routes, or model land use.

Programming

Simulate natural processes (e.g., water cycle animations).

Science

Data Logging & Data Handling

Use digital tools to record temperature, light, or sound in investigations.

Analyse results using spreadsheets or simple databases.

Programming

Model life cycles, circuits, or forces using animations or simulations.

Systems & Networks

Link to scientific classification when exploring how computers categorise data.

History

Creating Media – Presentations & Video

Produce historical documentaries, timelines, or animations.

Data & Information

Build branching databases to classify artefacts or historical figures.

Programming

Create interactive quizzes or games about historical periods.

Art & Design

Creating Media – Digital Art

Explore pixel art, vector drawing, or digital photography.

Programming

Use code to generate patterns or geometric art.

Animation Units

Create stop-motion or digital animations linked to art themes.

Music

Creating Media – Audio Editing

Compose digital music or remix sounds.

Programming

Use block-based coding to create musical patterns or simple instruments.

Data & Information

Explore how sound waves can be represented digitally.

PSHE / Citizenship

Online Safety & Networks

Explore digital footprints, privacy, and responsible communication.

Systems & Searching

Discuss reliability of online information and bias in search results.

Creating Media

Create campaigns or posters about staying safe online.

Design & Technology

Programming & Physical Computing (if using micro:bit or similar)

Build simple systems: alarms, step counters, timers.

Creating Media

Design interfaces or prototypes for products.

Data & Information

Use data to inform design decisions (e.g., user surveys).

PE

Data & Information

Collect and analyse fitness data (steps, pulse, timings).

Creating Media

Produce instructional videos for sports techniques.

Programming

Create simple reaction-time games or simulations.

Impact

What will this look like?

At Lowerhouse Junior School, we encourage children to enjoy and value the curriculum we deliver. This is supported by the skills of the IB learner profile and want children to discuss, reflect and appreciate the impact computing has on their learning, development and wellbeing. Finding the right balance with technology is key to an effective education and healthy lifestyle. Children will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly safely. Children will become confident users of technology and have the skills needed to accomplish a wide variety of goals both in school and in the wider world.

Resources

- NCCE Raspberry PI Scheme of Learning
- iPads
- Laptops
- Chromebooks
- Crumble hardware and software

- iMotion/Stop Motion Studio software
- Scratch software
- j2e.com online resource
- Canva for Education
- GarageBand app
- FMSlogo software
- Data Loggers
- EasySense 2 app
- Paint.net/Pixlr/Photo Pea software
- iMovie
- Microsoft PowerPoint
- GoogleSites
- TinkerCAD
- Micro:bits

To evaluate our effectiveness:

- The subject leader will monitor the outcomes from each assessed unit of work in order to inform next steps in Computing (see assessment overview).
- Class floor book scrutiny and observations to take place across school, as outlined in the Computing action plan. Feedback then given. If support required, this is to take place through 1:1 work or whole staff training (delivered by or arranged by the subject leader).
- The subject leader will produce and implement an annual action plan to support the development of Computing across school. This will be evaluated on a termly basis.
- An audit of resources will take place annually to ensure that resources are available to support all of our pupils and staff.
- An annual report on standards across the school and key issues for development to be shared with Governors, which will also support the School Development & Impact Plan.

This policy is monitored by the governing board and will be reviewed every academic year or before if necessary.