



and



Abbots Farm Preschool

ICT Curriculum Policy

November 2025

Review by November 2026

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Statement of intent

Abbots Farm Infant School and Abbots Farm Preschool understands that ICT and computing are an integral part of the national curriculum and that ICT skills are important beyond the classroom.

Computers are a valuable resource in school, benefitting the way pupils learn and helping teachers maximise their role as educators. In light of this, our school is committed to ensuring that both staff and pupils have access to the necessary facilities to allow them to enhance their learning experience. We believe that it is important for pupils and employees to be confident and competent users of computers, and other technological resources, to aid development across the curriculum.

Signed by:

C.Hancock

Subject Lead

Date: 11/11/25



Headteacher

Date: 11/11/25

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2025) 'Keeping children safe in education'
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Equality Act 2010
- DfE (2013) 'Computing programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Online Safety Policy
- Data Protection Policy
- Anti-bullying Policy
- ICT Acceptable Use Agreement for Pupils
- ICT Acceptable Use Agreement for Staff
- Equality, Equity, Diversity and Inclusion Policy

2. Roles and Responsibilities

The **governing body** will be responsible for:

- Monitoring the implementation of this policy and its effectiveness.
- Monitoring the effectiveness of the ICT curriculum.
- Monitoring the progress and attainment of pupils in ICT.
- Holding the **headteacher** and **Computing Subject Lead** to account for pupils' ICT attainment and progress and the delivery of the ICT curriculum.
- Ensuring the school has appropriate filters and monitoring systems in place on its ICT system to safeguard pupils during ICT lessons.

Overall responsibility for monitoring the teaching of ICT throughout the school will lie with the **Senior Leadership Team** and **Computing Subject Lead**.

The **Senior Leadership Team** and **Computing Subject Lead** will make decisions on:

- How ICT should support, enrich and extend the curriculum.
- The provision and allocation of resources.
- The ways in which the need for developments in the school's ICT system can be assessed and records can be kept for these developments.
- How ICT can benefit the aims and objectives of the whole school.

The **Computing Subject Lead and Headteacher** will be responsible for overseeing the implementation and reviewing of this policy.

The **Computing Subject Lead** will be responsible for:

- Monitoring the progression of teaching and learning in ICT.
- The implementation of this policy across the school.
- Maintaining resources and advising staff on the use of materials.
- Assisting the SLT in deciding how resources are allocated.
- Supporting teaching staff to deliver the ICT curriculum.
- Keeping abreast of technological developments and using these to inform practice.
- Leading staff training on new ICT initiatives.
- Monitoring the quality of teaching and learning in ICT.

Teachers will be responsible for:

- Planning and delivering lessons in line with this policy.
- Providing equality of opportunity to all pupils through their teaching approaches and methods.
- Keeping up-to-date assessment records.
- Ensuring pupils' development of skills and knowledge progresses through their learning and understanding of ICT.
- Setting pupils appropriate targets based on their needs and prior attainment.
- Maintaining an enthusiastic approach to ICT.
- Taking part in ICT training and other CPD opportunities.

ICTDS (Warwickshire schools support) will be responsible for:

- Maintaining and keeping ICT equipment in good working order.
- Dealing with any reports of broken, damaged or faulty equipment.
- Ensuring the school's Data and E-security Breach Prevention and Management Plan is adhered to.
- Carrying out checks on all computers.
- Adjusting access rights and security privileges in the interest of the school's data, information, network and computers.
- Monitoring the computer logs on the school's network and reporting inappropriate use to the **headteacher**.
- Disabling the user accounts of staff and pupils who do not follow school policies, at the request of the **headteacher**.
- Assisting staff with authorised use of ICT facilities, if required.
- Assisting the **headteacher** in all matters requiring reconfiguration of security and access rights, and all matters relating to this policy.

- Accessing files and data to solve problems for a user, with their authorisation – if an investigation is required by the **headteacher**, authorisation from the user is not required.

Pupils will be responsible for:

- Using the school's ICT facilities appropriately.
- Being aware of the school's rules around the use of ICT equipment during lessons.
- Understanding how the use of ICT improves learning.

Parents will be responsible for encouraging ICT skills and safe ICT use at home.

3. Curriculum Aims

Abbot Farm Infant School and Abbots Farm Preschool believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instill critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.

- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Curriculum

As a school, we have chosen to use the Purple Mash Computing Scheme of Work in Key Stage 1. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links. Furthermore, it gives excellent supporting material for less confident teachers.

4. Early Years Curriculum

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

In Preschool pupils will explore and learn:

- Follow verbal or image-based instructions
- Press buttons or turn knobs to make something work (roleplay toys, remote control cars, cd players etc)
- Suggest what might happen from pressing a button or turning a knob
- Use technology to create something (artwork, text)
- Take a photo
- Identify things that they can make work in the setting
- Know to ask a grown up for help

In Reception pupils will explore and learn:

- To give verbal instructions or order images
- Instruct a programmable toy (Beebot) to a set destination
- Predict where a programmable toy might end up

- Suggest what a specific tool might do on a program
- Click and drag with a mouse or trackpad
- Launch an application by double clicking it
- Use different tools in an app/program
- Identify things that work in the setting and at home
- Know to ask a grown up for help
- Begin to understand why they need to be safe when online and using technology

5. Key Stage One Curriculum

In Key Stage 1(KS1) pupils will be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

6. Teaching

Pupils will follow the Purple Mash Scheme for computing and these taught skills will be applied through independent learning through continuous provision.

Computing evidence might be recorded as a printed document, a written observation or a saved file.

The teaching of Computing will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their ICT knowledge and skills.

The skills needed for pupils to access the wider curriculum using ICT will be mapped and developed to ensure that pupils can use ICT applications progressively through the curriculum.

Teachers will use ICT to allow pupils to investigate, solve problems, refine their work, learn from their mistakes and reflect critically.

There will be a good balance across the whole school between the high-quality use of ICT to support and enhance teaching and learning, and the individual pupil's productive use of ICT for their own learning.

When administering home learning tasks, teachers will be sensitive to the fact pupils may not have access to a computer at home.

ICT will be used to support and extend learning beyond the school, through activities integrated with pupils' school-based learning.

7. Assessment

Teachers will record pupils' ability and progression through two types of assessment – formative and summative.

Formative assessments will be carried out during lessons, based on individual objects and outcomes – these assessments will be conducted informally by the class teacher.

Summative assessments will be completed at the end of every unit. Pupils' capabilities will be reviewed using open-ended tasks, providing them with an opportunity to demonstrate their capabilities in relation to the unit of work.

Pupils' progress will be tracked on our School Assessment Venn Diagrams. Where a pupil is not meeting the expected standard, a supportive intervention will be put in place – this could include the provision of a TA, resources or apps.

ICT skills and competencies will be reliably and consistently assessed and recorded as part of ICT lessons, as well as across the curriculum in other subjects.

8. Inclusion

All pupils will be provided with equal learning opportunities regardless of their background or characteristics, in line with the school's Equality, Equity, Diversity and Inclusion Policy.

To ensure pupils with SEND can achieve to the best of their ability, targets for pupils with SEND will be adapted and the delivery of the curriculum will be differentiated for these pupils.

The curriculum and targets will also be adapted for other pupils based on their needs, e.g. pupils with EAL.

Where possible, ICT is used in a specialist way to support pupils with SEND. The school will look to utilise software systems that can be modified to aid language, spelling or reading development.

The school will aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential.

9. Online Safety

Online safety has a high profile at Abbots Farm Infant School and Abbots Farm Preschool for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 2.
- A curriculum that is threaded throughout other curriculums and embedded in the day- to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies and copies freely available.
- Our online safety policy (part of our safeguarding policy portfolio) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

10. Health and Safety

Abbots Farm Infant School and Abbots Farm Preschool takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. All electrical wires and sockets, where possible, are kept out of the way of pupils. Visual electrical inspections are undertaken by teachers when computers are switched on – any other problems will be reported immediately to the health and safety officer (Headteacher) who will then liaise with ICTDS (Warwickshire schools support) if needed.

11. Implementation of this Policy

The provision of the ICT curriculum will be monitored and assessed by the Computing Subject Lead and headteacher.

The suitability of all ICT equipment and programs will be assessed and updated, if necessary, by the ICTDS (Warwickshire schools support) to ensure they are sufficient for effective learning.

Staff will be provided with high-quality training regarding both curriculum delivery and the safeguarding issues around online safety.

Any breach of this policy will be reported to the headteacher.

12. Monitoring and Review

This policy will be reviewed annually by the **Computing Subject Lead** and **Headteacher**.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of ICT are required to familiarise themselves with this policy.

The next scheduled review date for this policy is **November 2026**.