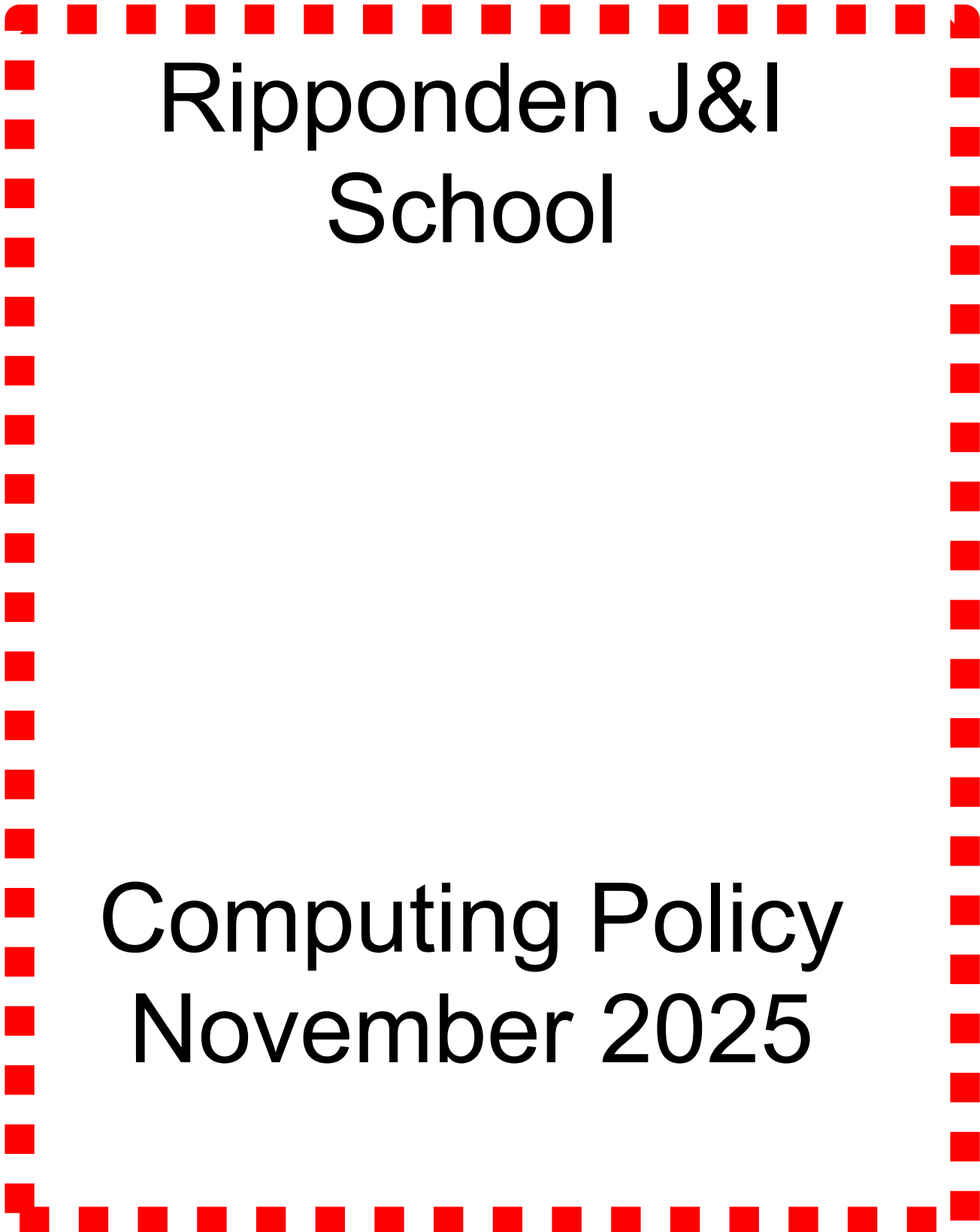


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Ripponden J&I School

Computing Policy November 2025

Computing
Policy
Ripponden J & I
School
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Aims

The school's aims are to:

- To provide a relevant, challenging and enjoyable computing curriculum for all pupils
- To meet the requirements of the national curriculum programmes of study for computing.
- To use technology as a tool to enhance learning throughout the curriculum.
- To inspire a love for computing through equipping pupils with the confidence and capability to use technology throughout and beyond their lives at school.
- To develop the understanding of how to use technology safely and responsibly
- To give children access to a variety of high-quality hardware, software and unplugged resources
- To instill critical thinking, reflective learning and a 'can do' attitude; teaching children 'how to think' Computationally rather than 'what to think' Computationally.

Computing is currently taught during PPA time by Junior Jam.

Intent

Junior Jam states that.

At Junior Jam we realise that pupils are becoming more and more aware of technology at a young age. Therefore, it's our intent to not only educate pupils how to use technology in an academic way, but also to prepare them for using it outside of school.

Our course is designed to teach the whole computing curriculum from Reception to Year 6. We do this by combining the computing curriculum with a wide range of media subjects to inspire pupils in a topic they may not have done before. It is our hope that educating pupils in topics such as music production or stop motion animation will develop new interests for them and that Junior Jam can hone this interest and that this may one day be something they choose to do as a career.

We want to ensure that pupils cover all the national curriculum points and achieve progress using different aspects of technology and computing safely and with a deep understanding. To be able to do this, we have set out a curriculum for computing spanning the school career of a child. This can be evidenced in our progression maps.

The computing curriculum we have designed should run as follows:

- **HT1 iCommunicate**
Fundamental Computing Skills and Communicating using Tech (EYFS & KS1)
Online Media and Communication (KS2)
- **HT2 iProgram**
Programming and coding (EYFS, KS1 & KS2)
- **HT3 iSecure**
E-safety and Computing Skills (EYFS & KS1)
Microsoft office and internet safety (KS2)
- **HT4 iCreate**
Animation and digital media (EYFS, KS1 & KS2)
- **HT5 iJam**

Music production (EYFS, KS1 & KS2)

- **HT6 iTech**

Technology through time and uses (EYFS & KS1)

Technology within the wider world (KS2)

To ensure that the curriculum is progressive and differentiated from year group to year group, our curriculum is designed so that each year is placed on a specific level. We have written the lesson plans with this intent in mind and targeted the learning at that specific year group.

Achieving our intent hinges upon seeing the same classes every week for a 45 minute to 1 hour session for a full academic year. We will show our intent through the use of progression maps and curriculum link documents that will evidence how each of our activities hit certain national curriculum points.

We do all of this in the hope that any child who has undertaken lessons with Junior Jam will leave with confidence in their use of technology and the knowledge on how to use it safely.

The National Curriculum and Coverage

Computing at Ripponden is in line with the 2014 National Primary Curriculum in England, including requirements for KS1, KS2 and the EYFS Framework

Foundation pupils are taught through the EYFS curriculum using 'Development Matters' goals and is assessed using the Early Learning Goals where clear outcomes are found in the section related to Understanding the World (UTW). The work is ongoing throughout the year and is differentiated according to ability.

Key Stage 1 outcomes:

- 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.

Key Stage 2 outcomes:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication

and collaboration.

IMPLEMENTATION

Computing at Ripponden follows the Junior Jam Computing Scheme of Work. This scheme ensures progression of knowledge and skills year on year.

Junior Jam states that.

We have created a full comprehensive curriculum to be implemented across the academic year. As stated in our INTENT, we have created a curriculum that spans from Reception to Year 6. As this has been conceptualised and written by Junior Jam, we have full control over how we teach the national curriculum and which year group learns what content. We provide the full framework of our content including concepts, knowledge, skills, keywords and objectives to our schools.

We have written all of our computing activities with one or more of these three core areas in mind:

- **Computer Science** – the understanding of coding and programming across a range of physical devices and digital resources.
- **Information Technology** – the range of skills required to operate and manipulate specific programmes, systems and content.
- **Digital Literacy** – the knowledge required to use technology safely and to evaluate and react to any potential risks of the online/digital world.

Within our curriculum we bring aspects of computational thinking to all of the activities and modules to help your children to gain independence and skills in problem solving. Definition of computational thinking;

- **Decomposition:** Solve a problem by breaking it into smaller pieces.
- **Pattern:** Find the order and analyse the data.
- **Abstraction:** Ignore/take away anomalies within the pattern.
- **Algorithmic Design:** Create a solution using a series of ordered steps.

We supplement our curriculum with Apple apps such as Scratch, Hopscotch, Tynker and Lightbot to ensure the greatest development within our pupils' knowledge. We also enrich our curriculum with extra resources such as headphones, complex programming booklets and animation extras to enhance the learning and give appropriate challenges to our pupils.

To ensure the pupils gain the most from our activities, we also place a high value on internet safety and dedicate a whole half term to this within KS1 and KS2. Not only this, we embed internet safety knowledge at various points throughout the year.

As evidenced within our planning documents and our knowledge organisers, keywords will be taught and used frequently throughout the course. We do this in the hope of building a core language for our pupils to use when discussing computing, technology and software.

All of our sessions have been designed to meet the needs of a year group and can be adapted to the needs of a specific class or cohort by our instructors whilst teaching. As our content is adaptive, what we deliver to you within the IMPACT portion of your unique portal changes when needed so real-time information is available to you.

Long Term Overview

Year Group	1	2	3	4	5	6
AUT 1	iCommunicate - Lite L1 - KS1 iSkills	iCommunicate - Lite L2 - KS1 iTools	iCommunicate L1 - KS2 iCollaborate	iCommunicate L2 - KS2 iIntelligence	iCommunicate L3 - KS2 iAdvertise	iCommunicate L4 - KS2 iGraphics
AUT 2	iProgram - Lite L1 - KS1 iCode	iProgram - Lite L2 - KS1 iFunction	iProgram L1 - KS2 iLogic	iProgram L2 - KS2 Advanced iFunction	iProgram L3 - KS2 iDebug	iProgram L4 - KS2 iDevelop
SPR 1	iSecure - Lite L1 - KS1 iSafety	iSecure - Lite L2 - KS1 iConnect	iSecure L1 - KS2 iOffice	iSecure L2 - KS2 iSocial	iSecure L3 - KS2 iExcel	iSecure L4 - KS2 iC.V
SPR2	iCreate - Lite L1 - KS1 iMove	iCreate - Lite L2 - KS1 i2D	iCreate L1 - KS2 iStop Motion	iCreate L2 - KS2 iEdit	iCreate L3 - KS2 Advanced i2D	iCreate L4 - KS2 iContent
SUM 1	iJam - Lite L1 - KS1 iLoop	iJam - Lite L2 - KS1 iGenre	iJam L1 - KS2 iSong	iJam L2 - KS2 iDance	iJam L3 - KS2 iHip-Hop	iJam L4 - KS2 iRemix
SUM 2	iTech - Lite L1 - KS1 iInvent	iTech - Lite L2 - KS1 iConstruct	iTech iCSI - Evidence Trace - KS2 iCSI - Evidence Trace	iTech iCSI - Evidence Trace - KS2 iCSI - Evidence Trace	iTech iCSI - Evidence Trace - KS2 iCSI - Evidence Trace	iTech iCSI - Evidence Trace - KS2 iCSI - Evidence Trace

Progression of Skills

The Junior Jam computing curriculum provides a clear progression of both skills and knowledge year on year. The subject specific language is taught, at the right time, throughout the Key Stages. Children develop computational thinking, which enables them to independently break down problems, solve them and give reason. Children learn about the importance of E-Safety and therefore develop digital resilience - enabling a higher self-esteem and the ability to apply 'growth mind-set' thinking.

Inclusion

Computing is part of the broad and balanced curriculum for all children at Ripponden J and I School. We plan to provide for all children to achieve and ensure that all children have the opportunity to gain computational skills, knowledge and understanding regardless of gender, race, class, physical or intellectual ability. Junior Jam's planning will include children of all abilities and appropriate tasks will be set for children with SEND. Teachers will address the different abilities in the class by differentiated questioning, and using open-ended tasks which can be completed by all children where the outcome is flexible depending on ability. Teachers can use higher level questioning to develop children's understanding and provide extension tasks for those who need them. Some ability grouping may be used to enable all children to access the learning. Technology can make certain lessons more accessible for children with SEND. The merit of using technology for these individuals will be discussed on an individual basis

Early Years Provision

Teaching computing is not in the new early year's framework however, at Ripponden we will provide the early years with the opportunities to learn computing skills through a broad, play-based experience of Computing in a range of contexts.

- Recording devices to support children to develop their communication skills
- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in role-play.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Algorithms – We aim for the children to have a basic understanding that algorithms are clear step by step instructions.

How will Computing link with other subjects?

Computing links with every subjects. Junior Jam's range of curriculum focused activities include creative tools, programs and games to ensure the children are linking their learning to other subjects, such as:

- painting tools and photography (art and design)
- creating music
- using spreadsheets, databases, graphing (mathematics)
- 3D modelling (ART/DT/mathematics)

In addition to this computing is used in the following ways during other subjects:

- conducting research using secondary sources
- writing and presenting
- music technology
- developing digital resilience and becoming responsible digital citizens (PSHE/RE)
- online mapping (geography)
- data logging (science)
- photography (art and design)

Online Safety at school

Online Safety is a term which means not only the internet but other ways in which young people communicate using electronic media, e.g. laptops, tablets, mobile phones and games consoles. It means ensuring that children and young people are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others. The aim of promoting online safety is to protect young people from the adverse consequences of access or use of electronic media.

Online Safety is taught at school through assemblies, class discussions and online resources, which have been carefully chosen to be appropriate for the year group. Online safety lessons are part of our computing curriculum and PSHE curriculum and are considered to be important to keep our children safe.

Hardware

We have an array of software to support the teaching of computing within school which includes:

- A dedicated classroom for the teaching of computing.
- 32 laptops enabling whole class teaching of computing – each child having their

own computer for the entirety of the lesson. These laptops are available for whole school use when not being used for computing lessons.

- 16 I pads to support learning in the classroom.
- Each classroom has an interactive whiteboard.
- There are a number of desktop computers available for classrooms should teachers request this.
- Beetbots
- Data loggers
- 30 Micro:Bits

Software

Every child in school has a Google Classroom account to support remote learning as and when this is required.

Dedicated software is used to support both computing and other subjects for example:

- Where appropriate: Scratch/Code for Life/Barefoot Computing
- Google Classroom
- Microsoft Office

IMPACT

As children progress throughout Ripponden J and I school, we want them to develop a deep knowledge, understanding and appreciation of technology and its used both in and out of school. Children will develop the technical knowledge and skills to help them explore, navigate and understand the wider world. They will be equipped to deal with both social and practical situations that technology may present them with therefore encouraging them to be responsible e.citizens who are ready to undertake new life experiences now and in the future.

Junior Jam state that:

The success of our curriculum will be evidenced in a number of ways. It was important to us while thinking about how to structure our curriculum that our pupils knew why and not just how to do the things that were being asked of them.

By the end of our course we hope that the way we have implemented our curriculum will mean our pupils will have a deeper understanding of computing. They will understand how to use technology and how it can benefit them, both in school and within their daily lives. We also hope it will have instilled in them a sense of balance between how much time should be spent on digital devices.

Within the lessons, our instructors monitor pupils closely to ensure progression is being made and that what we've set out to achieve through our curriculum is being met. Our instructors will do this to gauge the understanding and retention of knowledge.

We measure and evidence the impact of our courses through the following methods:

- Verbal feedback during lessons.
- **Session Forms** – These are weekly reports on whether the learning objective for the lesson was achieved which are accessible via your school portal.
- **Course Evaluations** – These are half-termly reports for each class, measuring how the class performs against a range of statements specific to the course, allowing our instructors to track how the class performs against national expectations.
- **Reporting and Assessing** – These are individual grades for each child covering

attainment, behaviour and progression within the course which will be given should a school choose to opt into our Reporting and Assessing programme.

- **Uploads** – Each half term work from each class will be given back to school. This means evidence can be given to OFSTED if needed, displays can be made and, most importantly, pupils can share their hard work and new skills with their school, parents and peers.

Monitoring

The subject leader will monitor planning, progression and the teaching of computing. They will also monitor pupil engagement and enjoyment of the subject through:

- Pupil Voice Activities using key questions
- Monitoring computing work on Junior Jam
- Staff Audits/Questionnaire where appropriate

Assessment

Half termly assessment information is provided by Junior Jam.

Recording

Computing work is produced by the children from Year 1 to Year 6 with Junior Jam and this work is made available to school on a half-termly basis.

Marking and feedback

Feedback to children will be given as much as possible in the lesson to encourage on the spot learning and enable the embedding of skills, knowledge and understanding.

Reporting

Feedback to parents should be provided through a parents' evening during the autumn and spring terms and a report featuring progress and attainment information during the summer term.

Review and Evaluation

This policy was written in November 2025 and will be reviewed in November 2027, unless there are any significant changes before then.