



SPARKEN HILL
ACADEMY

ICT and Computing Policy

Version	Prepared by	Reviewed Date	Reviewed by	Next Review Date	Comments
1.0	RTL	02-02-26	F&P	February 2027	Updated to include mis / disinformation and AI elements

Intent

At Sparken Hill Academy we want pupils to be masters of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely.

We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. *We recognise that computing education must address the opportunities and risks presented by artificial intelligence (AI) and emerging technologies.* We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology

We recognise that technology can allow pupils to share their learning in creative ways. We also understand the accessibility opportunities technology can provide for our pupils. *This includes the potential for AI tools to support differentiation and personalisation of learning for pupils with SEND and other additional needs.* Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists.

We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

Pupils will be taught to use technology critically and creatively, including understanding when AI and other tools are appropriate and when human thinking is essential.

Implementation

At Sparken Hill Academy we have created a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

We feel the majority of computing should be embedded across the curriculum. Ideally staff will timetable a Computing session each week, however we also need an approach will allow for flexibility. *Our curriculum aligns with the National Curriculum for Computing at Key Stages 1 and 2, ensuring progression in computer science, information technology, and digital literacy.*

At Sparken Hill we will focus on a timetabled computing session to focus on one of three elements: An Explicit Computer Science lesson, A Tinkering Session or a D.A.R.E.S project. *Where appropriate, pupils will explore how computational thinking applies to real-world problems and how technology, including AI, is shaping society.*

The computer science part of the computing curriculum will often, but not always, need a more explicit approach. That is not to say it can't be embedded across the curriculum.

A tinkering session looks at introducing a new app or tool and giving children opportunity to experiment and familiarise themselves with the different elements and tools before it can be

applied in a more focused approach across the curriculum.

Information Technology	Computer Science	Digital Literacy
Word Processing/Typing	Computational Thinking	Self Image and Identity
Data Handling	Programming	Online Relationships
Presentations, Web design and eBook	Computer Networks	Online Reputation
Animation		Online Bullying
Video Creation		Managing Online Information
Photography and Digital Art		Health, Wellbeing and Lifestyle
Augmented Reality and Virtual Reality		Privacy and Security
Sound		Copyright and Ownership

Impact

At Sparken Hill Academy we encourage our children to enjoy and value the curriculum we deliver. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well being. *Pupils will understand how to evaluate digital content critically, recognising misinformation, disinformation and the limitations of AI-generated content.*

Finding the right balance with technology is key to an effective education and a healthy life-style. We feel the way we implement computing helps children realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We encourage regular discussions between staff and pupils to best embed and understand this. The way pupils' showcase, share, celebrate and publish their work will best show the impact of our curriculum. *Through our computing curriculum, pupils develop digital resilience and understand the ethical implications of technology use.* We also look for evidence through reviewing pupil's knowledge and skills digitally through tools like Google Drive and Classroom and observing learning regularly.

Progress of our computing curriculum is demonstrated through outcomes and the record of coverage in the process of achieving these outcomes.

Organisation for Learning

All children from foundation stage upwards have access to computers/chrome books/iPads on a daily basis to enhance teaching and learning. Key Stage 2 children have an individual iPad in their classroom to be used in every lesson as needed. These devices support the children in all subject areas as well as develop their ICT capabilities. *All technology use is governed by appropriate filtering and monitoring systems that comply with DfE standards, including measures to address generative AI risks. At Sparken Hill Academy, our Filtering and monitoring system is "Smoothwall". This both blocks harmful content (ensuring that pupils cannot access this content) whilst reporting to staff any blocked content. This enables staff to make a judgement call on what next steps. For instance, synonyms for "dark" is legitimately used in some Y3/4 classes but is often a reporting element. The system also includes more rigorous monitoring (i.e. by humans) where the threat is deemed to be urgent i.e. suicide.*

Pupils and staff have access to Google for Education accounts, utilising Google Drive and Classroom to support learning in all lessons. This can be through completing and submitting assignments or accessing support tools for learning.

There is also an abundance of other technology throughout school such as; micro bits, sound recorders, talking books, Lego technic, bee bots as well as animation and movie making software.

Each classroom also has its own interactive whiteboard and visualiser to enhance teaching and learning in all subject areas.

Planning

Computing is taught as part of a topic/themed approach. We carry out curriculum planning in computing in three phases (long-term, medium-term and short term). The long-term plan maps the computing topics that the children study in each term during each Key Stage. Our medium-term computing plans are based on the computing topics listed on the long-term plan. They ensure an appropriate balance and distribution of work across each term and over the two-year cycle. The Computing Lead will offer advice and INSET on new equipment and technologies and support their introduction into classrooms use. *Staff may use approved AI tools for lesson planning and resource creation, always checking outputs for accuracy, appropriateness, and alignment with our curriculum. (see Use of Artificial Intelligence Policy for details).* Teachers use ongoing assessment information to ensure work is differentiated to meet the needs of every child in the class. Teachers should be aware of the rapidly advancing skills of the children with technology and be prepared for this to ensure that their work is both challenging, progressive and relevant.

Attainment and Progress

Teachers use daily ongoing assessment of the children's skills to ensure that work is differentiated to meet the needs of every child in the class.

With rapid advancements in ICT, teachers should ensure that their capabilities in ICT are kept up to date to ensure that they can plan and deliver an interesting, progressive and relevant curriculum to meet the needs of every child in their class. *This includes understanding emerging technologies such as AI and their implications for teaching and learning.*

Professional Development

It is the responsibility of the computing coordinator to provide teachers with the opportunities to develop their skills in computing and ICT training. This is achieved through INSETs, in house training, courses, outside agencies, and peer tutoring. *Staff receive regular training on online safety, including recognising and responding to AI-related risks, in line with Keeping Children Safe in Education 2025 requirements.* New equipment and software is introduced to the teachers by staff meetings, INSET's and peer tutoring.

Development of ICT within the School

It is the responsibility of the Computing Lead and School Governors to ensure that the ICT facilities are maintained and developed. An Action Plan is produced by the Computing Lead every year to ensure that technology is constantly developing and improving to the needs of the children and times. *The school maintains robust cyber security measures, including tested backups, multi-factor authentication for admin accounts, secure Wi-Fi configurations, and regular patching, in accordance with DfE Cyber Security Standards.*

Artificial Intelligence (AI) Use

The school recognises both the opportunities and risks presented by generative AI in education. Our approach to AI is guided by DfE policy on Generative Artificial Intelligence in Education (June 2025) and prioritises pupil safety, data protection, and educational integrity.

Staff Use of AI:

- Staff may use approved, enterprise-grade AI tools to support lesson planning, resource creation, report writing, and administrative tasks, provided they critically evaluate all outputs for accuracy, bias, and appropriateness before use
- Personal data about pupils must not be inputted into AI tools without explicit agreement and data protection compliance
- Staff must verify that AI-generated content is factually accurate and appropriate for the intended pupil audience
- AI must not be used for high-stakes summative assessment or formal reporting without human review and verification

Pupil Use of AI:

- Pupils will be taught about AI as part of our computing curriculum, including how AI works, its benefits and limitations, and ethical considerations
- If AI tools are made available to pupils, they must be age-appropriate, monitored, and used only under teacher supervision with clear learning objectives
- Pupils will be taught when AI use is appropriate and when independent thinking and original work is required
- Assessment policies will clearly define when AI use is permitted and will protect academic integrity

Safeguarding and AI:

- Our filtering and monitoring systems address AI-related risks in line with DfE filtering and monitoring standards
- Staff are trained to recognise AI-generated content that may be inappropriate, harmful, or misleading
- Any AI tools used must comply with age restrictions stated in their terms of service
- The school conducts regular risk assessments of AI tool use as part of our annual online safety review

Equal Opportunities

In delivering the ICT curriculum, teachers should respect the individual needs with regard to race, gender and special educational needs, including pupils with physical emotional, behavioural and learning difficulties and those with special abilities. *We recognise that technology, including AI, can perpetuate bias and inequality if not carefully monitored. Staff will critically evaluate all digital resources and tools for bias and ensure equitable access to technology for all pupils.*

Children are timetabled in terms of ICT use to ensure equal access. Computer time will not be used as a reward. The software we use is monitored for gender and racial bias. Children with special needs are enabled to extend their ICT capability through the use of appropriate software and the availability of extra help. ICT will also be used to extend and challenge the more able.

Health and Safety

Computers use electricity and therefore care should be taken. Children and staff will be taught how to use the equipment safely. Computers should be stored away from heat and water sources. The computers should be regularly serviced and maintained. Damage to the equipment must be reported to the IT technician immediately by all staff. No food or drink must be consumed when working with ICT equipment. *Staff will also promote healthy technology use, including awareness of screen time, digital wellbeing, and the importance of balancing online and offline activities.*

Online Safety

The school has a separate *Online Safety* Policy in which clear guidelines are set to advise the children (appropriate to their ages), staff, parents, governors and the wider community how to use the internet safely. We ask all children and parents annually to give digital consent to agree to follow the *Online Safety* Policy and to give their consent for their child's photos to be used. *Online Safety* is taught to all children within the *computing curriculum*, PSHE as well as other curriculum areas *and aligns with the UK Council for Child Internet Safety (UKCCIS) Education for a Connected World framework and Keeping Children Safe in Education 2025.*

The policy includes:

- Children are to ask the teacher before using the internet and be sensible when using it.
- Children are to be supervised by an adult when using the internet.
- Children will only use internet sites the teacher has told them about.
- Parents are responsible for monitoring their child's use of the internet at home.
- Children, parents, staff, governors and the wider community linked to the school should follow the school *Online Safety* rules when using the internet both at school and at home.
- The school will, where known, inform parents / carers of incidents of inappropriate Online Safety behaviour that take place both in and out of school. *This includes concerns related to misinformation, disinformation, conspiracy theories, and harmful AI-generated content, all of which are recognised as safeguarding risks in KCSIE 2025.*

Online safety education covers:

- How to use technology safely, responsibly, respectfully and securely
- Where to go for help and support when they have concerns about content or contact on the internet
- How to recognise and respond to misinformation, disinformation and conspiracy theories
- Understanding how AI-generated content may be used to mislead or manipulate
- Privacy settings, personal information protection, and data security
- Positive online relationships and digital citizenship
- Critical evaluation of online sources and information

Children's photographs on the school website

The school follows government guidelines to ensure safe use of children's photographs on the school website is maintained. *The school is aware of the risks posed by AI image generation and manipulation and ensures that pupil images are used responsibly and cannot be easily misused.*

These guidelines include:

- Children's photographs will only be used on the website when parental consent is given.
- The name of a child will not be used next to a photograph.
- If a child's name appears on the website, a photograph of the child will not be displayed next to it.
- Children's images will only appear on the website when the children are appropriately dressed.
- Parental consent is to be sought on a yearly basis.

Data Protection and Privacy

The school complies with UK GDPR and Data Protection Act 2018 in all uses of technology:

- Personal data about pupils and staff is processed lawfully, fairly and transparently
- Privacy notices clearly explain how technology, including AI tools, may process personal data
- Data minimisation principles are applied - only necessary data is collected and retained
- Personal data is not shared with third-party technology providers without appropriate data processing agreements and safeguards
- Where automated decision-making or profiling is used, pupils and parents are informed and appropriate safeguards are in place
- The school's Data Protection Officer oversees all technology implementations to ensure compliance

Evaluation and Review

This policy and scheme of work will be reviewed annually to ensure that any necessary amendments can be made. *Given the rapid evolution of technology, particularly AI, the policy will be reviewed more frequently if significant developments occur that impact our practice. The Computing Lead, in consultation with the Designated Safeguarding Lead and Senior Leadership Team, will monitor emerging technologies and update guidance as needed.*

Signed:
Principal



Date: 02-02-26

Next Review Date: January 2028

