COMPUTING POLICY

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Purple Mash Computing is a comprehensive, web-based educational software suite and structured scheme of work designed for primary school learners aged 3 to 11.
Created by 2Simple, it provides teachers with ready-made lesson plans, software tools, and resources aligned with the UK National Curriculum

The curriculum follows a spiral approach structured around three main pillars:

- **Computer Science:** Focuses on coding, algorithms, logic, and debugging using tools like **2Code** (block-based coding) and **2Logo** (turtle control).
- **Information Technology:** Teaches practical applications such as multimedia creation, digital art (2Animate), music composition (2Sequence), and data handling (2Calculate).
- **Digital Literacy:** Covers safe, responsible use of technology, online well-being, and digital citizenship through integrated safeguarding content.

Computing Policy Introduction

The Computing curriculum at Hill Farm Primary School is designed to give pupils the knowledge, skills, and understanding needed to use technology safely, creatively, and effectively. It aligns with the National Curriculum for Computing, covering the three key strands of Computer Science, Information Technology, and Digital Literacy.

Given the rapid pace of technological change and emerging online trends, this policy will be reviewed annually at the start of each academic cycle, or sooner if significant updates are required to reflect statutory guidance, safeguarding expectations, or school priorities.

Aims

At Hill Farm Primary School, we believe every child has the right to a curriculum that champions excellence and supports them in achieving their full potential. We recognise the immense value of technology in not only delivering the Computing curriculum but also in enriching the wider curriculum and the day-to-day life of our school. Technology plays a vital role in equipping pupils with the skills they need to thrive in an increasingly digital world.

We believe that effective use of technology can enhance collaboration, deepen conceptual understanding, improve engagement, provide access to rich and varied content, and enable greater inclusion by meeting the needs of all learners. Our approach to Computing is therefore ambitious, creative, and inclusive, ensuring that children are equipped with the skills, knowledge, and confidence to use technology responsibly and effectively throughout their lives.

Our aims are to provide all pupils with a rich, relevant, and challenging Computing curriculum that inspires curiosity and creativity. We aim to teach children to become responsible, respectful, and competent users of technology and to understand the wider implications of digital innovation, including governance, legislation, and the ethical use of data. Pupils will be encouraged to use computational thinking both within and beyond Computing, applying it as a problem-solving approach across the curriculum.

We want pupils to develop secure skills in using a range of high-quality hardware, software, and unplugged resources, and to be able to apply this knowledge creatively and imaginatively. This includes equipping children with the strategies they need to benefit from the online world while minimising risks to themselves and others. Through online safety education, they will learn to navigate the digital environment with confidence, scepticism, and resilience.

We are committed to exceeding the minimum expectations of statutory requirements, drawing on government guidance for Computing and online safety. By doing so, we aim to foster critical thinking, reflective learning, and a positive, proactive attitude to technology. Ultimately, our goal is to prepare pupils to make meaningful contributions in a society where technology is ever-changing, empowering them to be lifelong learners who can adapt to new opportunities and challenges.

Curriculum

At Hill Farm Primary School, we have chosen to follow the Purple Mash Computing Scheme. This carefully structured programme supports teachers in delivering fun, engaging, and challenging lessons that help raise standards and enable all pupils to achieve their full potential. The scheme not only meets but exceeds the expectations of the national curriculum for Computing, offering flexibility, strong cross-curricular links, and seamless integration with the 2Simple Computing Assessment Tool. It also provides high-quality supporting materials that build the confidence of all staff, including those less experienced in teaching Computing.

Early Years

In the Early Years Foundation Stage (EYFS), we believe that Computing should be delivered through a broad, play-based experience across a variety of contexts. ICT scenarios are embedded into role play and everyday experiences, giving children the chance to make meaningful connections to the real world. Pupils gain confidence, fine motor control, and language skills through opportunities to explore technology such as interactive whiteboards, tablets, and programmable toys. Outdoor learning is enriched with ICT tools like metal detectors, controllable traffic lights, and walkie-talkie sets, which encourage problem-solving and collaboration. Recording devices further support the development of communication skills, particularly for pupils with English as an additional language, enabling them to share their ideas and learning.

Key Stage 1

By the end of Key Stage 1, children will have a secure understanding of the fundamental concepts of Computing. They will begin to understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Pupils will write, test, and debug simple programs and develop skills to organise, store, manipulate, and retrieve data in a variety of digital formats. They will also learn how to communicate safely and respectfully online, understanding the importance of keeping personal information private, and will be able to identify common uses of information technology beyond school.

Key Stage 2

In Key Stage 2, pupils will build upon these foundations to develop greater independence, creativity, and critical thinking in their use of technology. They will design, write, and evaluate programs to accomplish specific goals, including the control or simulation of physical systems, and will solve increasingly complex problems by decomposing them into smaller, manageable parts. Pupils will confidently use sequence, selection, and repetition in programs, work with variables and various forms of input and output, and generate appropriate inputs and predicted outputs to test their programs. Logical reasoning will underpin their ability to explain how algorithms work, as well as to detect and correct errors in both algorithms and programs.

In addition, children will develop a secure understanding of computer networks, including the internet and its role in providing multiple services such as the World Wide Web. They will explore the opportunities networks and online platforms provide for communication, collaboration, and creativity, while being supported to engage with them safely and responsibly.

Assessment

At Hill Farm Primary School, pupil attainment in Computing is assessed using the 2Simple Computing Assessment Tool for Years 1 to 6. This tool provides detailed exemplification for each key learning intention, enabling staff to make accurate judgements about attainment and progress. Teachers keep precise records by entering data into the tool, which also supports the tracking of attainment over time. This tracking directly informs future planning, ensuring that teaching is responsive to pupil needs.

Children are encouraged to take an active role in assessment through self, peer and group evaluation, using collaborative online tools such as 2Blog in Purple Mash. Formative assessment is an integral part of every computing session, with pupils supported to reflect on their progress and understanding. Teachers use progression of skills documents and 2Simple displays, alongside Purple Mash features such as "preview and correct," to provide immediate and constructive feedback.

Summative assessment is carried out in line with the whole-school assessment cycle (see Assessment Policy). Teachers make judgements based on electronic work samples collected in pupils' Purple Mash portfolios, which are then recorded in the 2Simple Assessment Tool. Work is moderated and shared across classes using the Displayboard feature in Purple Mash, ensuring consistency and celebration of achievement. Exemplary pieces are also shared with parents via the Parent Portal, strengthening home-school links and enabling parents to engage with their child's progress.

Inclusion

At Hill Farm Primary School, we are committed to ensuring that every child can achieve their full potential in Computing, regardless of ability, social or cultural background, or language needs. This includes pupils with special educational needs and disabilities (SEND), pupils with English as an additional language (EAL), and any child requiring additional support.

We place particular emphasis on the flexibility that technology provides in enabling pupils to access learning opportunities. Assistive technologies, tailored software, and adaptive approaches are embedded to support pupils with specific needs. Where appropriate, additional access to devices is provided during the school day and, in some cases, beyond the school day to ensure equity of access and opportunity.

The SENCO, Computing Leader and class teachers work collaboratively to adapt resources, curriculum content and teaching strategies so that all pupils can participate fully in Computing. We also recognise that some pupils, such as looked after children (LAC) or those with limited support networks outside school, may be more vulnerable online, and additional safeguarding measures are put in place to protect and guide them.

Monitoring, Evaluation and Feedback

At Hill Farm Primary School, the monitoring and evaluation of standards in Computing are the primary responsibility of the Computing Leader.

Teachers are expected to maintain an online portfolio or track pupils' work using Purple Mash. These portfolios must include evidence of learning across all areas of the Computing curriculum for each year group, enabling progress and attainment to be clearly demonstrated. The Computing Action Plan and the School Monitoring Schedule outline the timetable and structure for monitoring and evaluation activities.

Monitoring takes place through a variety of approaches, including work scrutiny, learning walks, classroom observations, pupil and teacher voice activities, reflective teacher feedback, and learning environment checks. Dedicated time for the Computing Leader and Assessment Leader is allocated to ensure this process is consistent and meaningful.

Evaluation and feedback are central to raising standards. Recognised documentation outlining end-of-year expectations, as well as national standards for benchmarking Computing provision, are used to ensure accuracy and consistency. The Computing Leader provides written feedback following monitoring activities in a timely manner, highlighting strengths and identifying areas for development.

Whole-school areas of improvement are shared and discussed during staff meetings and inset training, ensuring that outcomes from monitoring directly inform teaching practice and future planning.

Purple Mash Computing – Whole School Overview

The units are based around the three strands of computing: computer science, information technology and digital literacy.

Purple Mash Computing Whole School Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Year 1	Introduction to Purple Mash 3 lessons	Creative Computing 4 lessons	Data Explorers 6 lessons		Creating and Following Instructions 3 lessons	Animated Stories 6 lessons (3 lessons)	Animated Stories 6 lessons (3 lessons)	Coding 6 lessons (3 lessons)	Coding 6 lessons (3 lessons)	Technology around us 4 lessons	Making Beats 4 lessons
Year 2	Creating Pictures 5 lessons	Making Music 3 lessons	Spreadsheets 6 lessons		Route explorers 4 lessons	Questioning 4 lessons (2 lessons)	Questioning 4 lessons (2 lessons)	Coding 6 lessons (4 lessons)	Coding 6 lessons (2 lessons)	Presenting Ideas 4 lessons	The Internet 4 lessons
Year 3	Touch Typing 4 lessons	Email 6 lessons (3 lessons)	Email 6 lessons (3 lessons)	Route Planner 5 lessons (3 lessons)	Route Planner 5 lessons (2 lessons)	Spreadsheets 6 lessons (4 lessons)	Spreadsheets 6 lessons (2 lessons)	Coding 6 lessons (3 lessons)	Coding 6 lessons (3 lessons)	Presentations (Microsoft, Apple & Google) 3 lessons	Branching Databases 5 lessons
Year 4	Animation 6 lessons		Unpacking Hardware and Software 4 lessons	Sound Stories 4 lessons	Logo 4 lessons	Effective Searching 4 lessons (2 lessons)	Effective Searching 4 lessons (2 lessons)	Coding 6 lessons (4 lessons)	Coding 6 lessons (2 lessons)	Composing Beats 4 lessons	Introduction to AI 4 lessons
Year 5	Quizzing 5 lessons	Databases 4 lessons (2 lessons)	Databases 4 lessons (2 lessons)	Game Creator 5 lessons	Spreadsheets 6 lessons		Coding 6 lessons		Word Processing (Microsoft, Apple & Google) 6 lessons		Concept Maps 4 lessons
Year 6	Blogging 4 lessons	Networks 4 lessons (2 lessons)	Networks 4 lessons (2 lessons)	Graphing 4 lessons	Data Detectives 4 lessons	Coding 6 lessons (3 lessons)	Coding 6 lessons (3 lessons)	3D Modelling 4 lessons	Spreadsheets (Microsoft, Apple & Google) 6 lessons		Introduction to Python 4 lessons

Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World			
	Additional units to cover for each year group		
Year 1	All units covered		
Year 2	Introduction to Purple Mash 2 Lessons		
Year 3	Introduction to Purple Mash 2 Lessons	~~Micro:bit~~ 4 lessons	
Year 4	Introduction to Purple Mash 2 Lessons	~~Micro:bit~~ 4 lessons	
Year 5	Introduction to Purple Mash 2 Lessons	Coding: External Devices 6 lessons	~~Micro:bit~~ 4 lessons
Year 6	Introduction to Purple Mash 2 Lessons	Binary 4 lessons	~~Micro:bit~~ 4 lessons