



“Love God Love Learning Love Life”

## **Computing Policy Statement**

‘Whoever heeds instruction is on the path to life’  
(Proverbs 10:17)

### **Introduction**

This policy expresses the school’s purpose for the teaching and learning of computing.

It sets out the aims, planning of the curriculum and assessment and monitoring.

The development of Information and Communications Technology is changing at home and in the community and pervades every aspect of our lives. The impact of ICT on the lives of our pupils continues to grow and it is essential that they can take advantage of ICT opportunities and understand its effects so that in the future they will be confident and competent users.

The school believes that an engaging and motivating computing curriculum will enable pupils to:

- use computational thinking and creativity in an increasingly changing world.
- make deep links with mathematics, science and design and technology.
- Build knowledge of principles of information and computation, how digital systems work and how to put this knowledge to use through programming.
- Become digitally literate – to be able to use, express themselves and develop ideas through information and communication technology.

### **Aims of ICT provision**

Provide pupils with opportunities to develop their ICT capabilities in all areas specified by the National Curriculum.

Allow pupils to gain confidence and enjoyment from their ICT activities and to develop skills which extend and enhance their learning throughout the curriculum.

Develop pupils' awareness of the use of computers, in the classroom, in everyday life in a variety of contexts.

Help pupils to become responsible, competent, confident and creative users of information and communication technology.

#### **Computational thinking**

Develop the ability to solve problems in a creative, logical and collaborative way using basic programming techniques and building and applying the concepts of computer technology.

Allow pupils to have a growing awareness of how technology is used in the world around them and of the benefits that it provides.

Offer pupils and teachers opportunities to search for information from a wide range of sources based throughout the world via Internet and to develop an awareness of bias in reporting and to check for authenticity.

Encourage pupils to become autonomous, independent users of ICT both as a learning resource and as a discipline in its own right.

Develop a whole school approach to computing ensuring continuity and progression for all pupils

Foster positive attitudes towards computing, understanding its potential and show confidence and enjoyment in its application.

Encourage the children to use their own initiative, imagination, reasoning and investigative skills

Work both individually and collaboratively

### **Curriculum Coverage and Progression**

Pupils, whether working at Foundation Stage, Key Stage One or Two in the core and foundation subjects will be encouraged to develop ICT capability with the appropriate hardware and software and Internet access.

Planning for computing is implemented using two core documents:

- the National Curriculum Programme of Study for Computing
- The Statutory Framework for Early Years Foundation Stage

Long term planning has been developed and will be maintained to demonstrate coverage and progression of the attainment expectations at the end of the Foundation Level and Key Stage 1 and Key Stage 2.

Medium term planning takes account of progression in programming, e-safety, multi-media, data handling and technology and the potential use of emerging technologies in society.

The computer science aspects of technology are taught as discrete subjects.

Key skills in information technology are developed through Multimedia and Data Handling threads and are integrated into learning in other curriculum areas.

Opportunities for technology as a tool to support learning and teaching are incorporated in all areas.

### **Assessment**

Progress is assessed on an on-going basis for each area of computing to ensure teachers are aware of individual pupils progress in computer science, information technology, and digital literacy.

Self and formative assessment is used by the class teacher and teaching assistant during whole class or group teaching to inform future planning and activity.

Each class teacher maintains a record, indicating pupils that are working beyond or below age-expected attainment. This information is passed on to the next class teacher.

Open questions are used to challenge children's thinking and learning.

Children are encouraged to evaluate their own and others work in an open, positive and supportive environment, including peer assessment.

Teacher's judgements and assessments are supported through some electronic portfolio evidence.

### **Monitoring**

The Computing Subject Leader for ICT will conduct regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence.

The impact of the ICT curriculum and the use of ICT in support of the teaching of other subjects will be monitored on a regular basis by the ICT Subject Leader.

### **Early Years**

The use of ICT will be introduced to children at the start of their Early Years education and will be matched to the guidelines set out in the EYFS.

Children will be provided with a broad, play-based experience of ICT in a range of contexts, including outdoor play.

Pupils build confidence to use technology purposefully to support their learning for all Early Learning goals as appropriate.

Pupils in the Nursery and Reception will have experiences using technology indoors, outdoors and through roleplay in both child-initiated and teacher-directed time.

### **Resources**

The school is committed to an ongoing programme of replacement and enhancement of ICT equipment and software to deliver the requirements of the National Curriculum to our pupils and to match the DfE guidelines for baseline provision of ICT resources.

The school has a range of resources to support the delivery of the Computing Curriculum, the Early Years Framework and learning across all areas of the National Curriculum.

The school's technology is maintained by TAW who provide support, on-line tools and review the technology provision on an on-going basis for fitness for purpose. Hardware, software and networking faults are logged by the teaching staff and are reported to a TAW technician for solution.

The Computing Action Plan outlines the school's priorities for future investment and is reviewed by the Computing Subject Leader, Headteacher and management and the school Governors to ensure the technology remains current and fit for purpose.

Governors and the senior management of the school ensure all investment achieves value for money when planning, evaluating, procuring and using technology within the constraints imposed by the annual budget.

Replaced equipment and resources are disposed of in line with the Shropshire Council's environmental disposal policy and the school's Data Protection Policy as appropriate.

## **Roles and Responsibilities**

The subject leader is responsible for monitoring curriculum coverage and the effectiveness of teaching and learning and assists teaching staff as appropriate.

The class teacher is responsible for delivering an effective Computing curriculum and integrating this into the planning of other subject areas where required.

The school receives technical support from TAW providing the maintenance of the computer infrastructure, printers, network and software and packages in use.

## **Equal Opportunities**

The school maintains a policy of equal opportunity for access to and use of ICT resources.

Computers and related technology are made available to all pupils regardless of gender, race or ability.

The class teacher will differentiate work by task, resource or support to ensure the individual needs of more able and SEN pupils are met.

The school is aware that not all pupils have the same access to computing facilities at home and this is considered by staff in the planning and delivery of the curriculum.

## **Health and Safety**

Age-appropriate class and safety rules are displayed in the learning environment.

Pupils should always be supervised when using electrical equipment.

All ICT equipment will be maintained regularly and tested for electrical safety in accordance with SCC guidelines for safety standards. Further guidance can be found in the school's Health and Safety Policy.

From Foundation Stage, pupils are taught to respect and care for technology equipment and are encouraged to be thoughtful users of ICT and under supervision will help in setting and putting equipment away before and after use.

Food and drink must not be consumed near ICT equipment.

## **On-Line Safety**

A progressive on-line safety curriculum ensures that all pupils are able to develop the skills needed to keep them safe on-line.

Opportunity for learning and understanding the need for on-line safety are part of PSHE and reinforced whenever technology is used.

Clear rules for on-line safety are agreed by each class at the beginning of each year. Pupils and parents sign an Acceptable User Policy together when a pupil first starts at the school. The class rulers are then signed annually by pupils and shared with parents.

The Purple Mash scheme is used to ensure progression and coverage together with positive rewards for responsible use of technology.

The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti- Bullying week in the autumn term.

Opportunities are taken whenever possible to reinforce messages promoting a healthy lifestyle.

The school has an on-line safety policy in place that details how the principles of on-line safety will be promoted and monitored.

### **Data Security**

All personal and administration data, which includes confidential information on pupils, staff and finance is password protected and available only to authorised members of staff as follows;

Pupil and Staff Information:           The Headteacher  
  School Administrator  
  Data Protection Officer  
  Chair of School Governors

Finance Information :                   The Headteacher  
  School Administrator  
  Data Protection Officer  
  School Governors

Data held within the system is managed in line with the Data Protection Act 2018 and the school's Data Protection Policy, which provides for regular monitoring and recording of any data protection incident

All users of the network are required to sign a permission form to use the network.

All members of staff are reminded about the need to protect the network against viruses by not using their own software. The network is also continually protected by Anti-Virus Programs, which is reviewed and updated regularly by the school's technology service provider.

**Policy Last Reviewed:** December 2020

It will be reviewed again in 2024 or in the light of new legislation.

Signed   Jonathan Brough           Headteacher

Signed   Russell Simm                on behalf of the Governing Body