Duddon Saint Peter's CE School

Computing Policy

Pupils are encouraged to take advantage of the opportunities offered by technology and understand its effects.

It is important that our pupils and staff continue to gain the appropriate skills, knowledge and understanding to continually increase their confidence and capability to use ICT. All pupils in our school should be encouraged to become originators, creators and users of information technology systems.

Aims

- To provide pupils with opportunities to develop their computing capabilities in the areas specified by the National Curriculum.
- To allow pupils to gain confidence and enjoyment from their computing activities and to develop skills which extend and enhance their learning throughout the curriculum.
- To develop pupils' awareness of the use of computers and technology in the classroom and in the wider world.
- To allow pupils to evaluate the potential of computers.
- To develop logical thinking and problem solving.
- To encourage pupils to become autonomous, independent users of technology both as a learning resource and as a discipline in its own right.
- To continue to develop a whole school approach to developing competent digital technology.

Planning and delivery

Medium term planning of computing is based on the National Curriculum using elements from Kapow. This takes into account the need of all pupils to use technology in appropriate contexts, throughout each Key Stage.

While planning, colleagues should consider whether pupils are:

1. developing computing skills, knowledge and understanding (i.e. discrete computing lessons)
2. using technology to enrich and extend their understanding of another subject.
3. developing or using their existing skills whilst working in a different subject context (eg reinforcing word processing skills when working on a Geography project).

Progression

Curriculum planning should ensure continuity and progression The school recognises that progression in computing involves four main aspects:-

- The progressive development of pupils' skills, knowledge and understanding
- Breadth of computing applications
- Increased complexity of contexts in which computing is applied
- The growing autonomy of the pupil in their learning

Differentiation

Differentiation is achieved through differentiated activities, support, questioning and through differentiation of intended outcomes. For example, pupils who are progressing rapidly are encouraged to extend their experiences either through use of more challenging or alternative software, or by extending the task which has been set. Individual support is given to pupils where necessary.

Assessment, recording and reporting

Progress is noted throughout the year and reported to parents at the end of each academic year. Pupils record their activities throughout their books and discrete teaching is evidenced through either their computing books or foundation subject books. In Key Stage Two the use of electronic folders are used as an assessment tool and assessment grids in Computing books highlight those skills and areas which pupils have experience of.

Equal Opportunities

We ensure that all our pupils:

- have equal access to resources
- have equal opportunities to develop capability
- use software which is appropriate to their ability

Pupils with Special Educational Needs

Pupils with Special Educational Needs benefit from using Information Technology as it enhances access to the curriculum; this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise technology should be maximised.

Health and Safety

Electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines are adhered to:

- Pupils should not be allowed to switch on the power at the mains.
- Equipment should be situated away from water.
- Pupils should always be supervised when using electrical equipment.
- All plugs, leads and equipment are checked regularly and tested for electrical safety in accordance with LA guidelines; the Health and Safety policy details the procedures used.
- Problems and faults should be reported promptly.

Child Protection

Computer networks, including those which may be accessed via the internet, are an important aspect of information technology education. However, they present possible risks to the

spiritual, moral and social development of pupils, particularly in terms of the nature of some of the material which may be obtained via the internet.

When the pupils have access to the network, we ensure that they do not have access to unsuitable material. A control system is installed and is regularly updated and pupils are supervised when using the network.

Staff are aware of the possibility that unsuitable images, stored on computer discs or data sticks, may be brought into school by pupils. Pupils are not able to install software without supervision.

See also the e-safety policy.

E-safety forms a large part of the curriculum across the school. Children are taught how to protect themselves online, the dangers of cyber-bullying etc.

School web site and Twitter

The school web site and X-Twitter will continue to develop as a source of information for pupils and adults.

Monitoring, evaluation and review

The effectiveness of this policy will be monitored by the subject team in consultation with the staff.

Date*:* *October 2024* Date of review *Autumn 2026*