# Computing Policy 2024

## Introduction

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Cedar, we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision. Aims The school's aims are to:

· Meet the requirements of the National Curriculum programmes of study for computing.

· Provide a relevant, challenging and enjoyable curriculum for computing for all pupils.

· Use ICT and computing as a tool to enhance learning throughout the curriculum.

· To respond to new developments in technology.

· To equip pupils with the confidence and capability to use ICT and computing throughout their later life.

· To develop the understanding of how to use ICT and computing safely and responsibly.

## The National Curriculum for computing aims to ensure that all pupils:

· Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.

· Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

· Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

· Are responsible, competent, confident and creative users of information and communication technology.

## Early Years

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world;, such as role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

## Resources

We have a computer suite of 32 computers, a laptop trolley containing 30 machines each and two iPad trolleys containing 30 iPads. All classes in year 2-6 have a designated computer suite slot and are able to sign out iPads and laptops when needed. Year 5 and 6 have 1:1 devices based in the classrooms for them to access to support their learning throughout the day and across the curriculum. Computers around the school are networked and have Internet access with some exceptions. We keep resources for ICT and computing, including software, in a central store. Interactive Whiteboards are available for all children to access daily. The computing suite is available for use throughout the school day as part of computing lessons as well as for cross-curricular use.

## Online resources for home use

In recent years there has been a boom in the education opportunities that are available online. We have bought into the following to give pupils safe access to online education opportunities outside of school. These are:

- Times Tables Rockstars
- EdShed
- MS Teams

Pupils have passwords that can be used to access these sites. Pupils have been shown how to use them and how to keep their passwords safe from others.

## Computing Technicians

The Trust employs a team of Computing Technicians whose specific roles relate to the provision of support in computing. This support takes a variety of forms, including:

- supporting lessons using computing equipment in the computing suite and around the school;
- dealing with technical queries relating to software and hardware;
- carrying out rudimentary and routine maintenance and repairs of hardware;
- purchasing and updating equipment;
- supporting teachers in the use of ICT in other curriculum areas;
- supporting admin staff with the use of ICT within their roles;

## Planning

The school uses the KAPOW scheme of work for lesson planning. Medium term plans are designed to enable pupils to achieve stated objectives, allowing for clear progression as they move up the school. Pupil progress towards these objectives is recorded by teachers as part of their assessment.

## Assessment and record keeping (also see assessment policy)

At the end of each term, teachers will have to assess their children on their computing ability based on the assessment criteria. They will need to identify if the children are working below or above the statements for each unit of work.

## Inclusive teaching of ICT

At Cedar, we teach computing to all children, whatever their ability, age, gender or race. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the specific needs of children, including those with SEND. In some instances the use of ICT has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had. Teachers identify children who are gifted and talented in computing. It is the teacher's responsibility to ensure that these children are suitably challenged in their use of ICT and computing both in specific computing lessons and in using ICT in other curriculum areas. Opportunities are identified for these children to actively participate in more challenging aspects of computing.

## Awareness of Legislation

It is the responsibility of all staff to make themselves aware of legislation relating to the use of ICT and computing, including copyright and data protection issues (see acceptable use policy and on-line safety policy).

## Governors Responsibilities

All governors are interested in the development of computing to promote high quality teaching and learning in the school. A governor is nominated to be responsible for monitoring and evaluating the impact and value of computing on children's learning. They liaise with the subject leader and report back to the governing body with their findings annually.

## Training

All staff, including managerial and administrative staff, receives support from the subject leader or technicians and, where necessary, external training in hardware or software which they are expected to use to carry out their role.

## Parental involvement

Parents are encouraged to support the implementation of computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

*To be reviewed: April 2026*