

# COMPUTING POLICY



We love God and each other and follow the example of St Teresa.  
We enjoy learning together and doing our best in a happy, healthy and welcoming community.  
We learn to be responsible and caring citizens.  
*“Let us do little things well today”.*  
*St Teresa*

Approved by:	Governing Body	Date: June 2025
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Computers are part of everyday life. For most of us, technology is essential to our lives, at home and at work. Our children at St Teresa's need to be competent consumers and creators of technology in order to participate effectively in our ever-growing digital world.

The national curriculum for computing has been developed to equip young people in England with the skills, knowledge and understanding of computing they will need for the rest of their lives. The programme of study for computing can be divided into 3 areas:

- Information Technology - In this area children will create a wide range of digital content with an increasing awareness of their audience as well as good design.
- Computer Science - Computer Science includes computational thinking, programming and how computer systems, such as networks work.
- Digital Literacy - This section ensures pupils balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online.

### Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- 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.

### Teaching & Learning

The **National Curriculum Computing Programme of Study** is delivered and the children follow a developmental set progression as they go through the school. All classes have a weekly slot in the Computing suite, which is used for the teaching of computing skills. These skills are taught using cross-curricular, meaningful contexts where appropriate. However, sometimes it is necessary to teach discrete content. In addition to the computing suite, iPads are also used for the development of computing skills and to create digital content throughout the school.

### Time Allocation

At St Teresa's we allocate a minimum of 1 hour per week for the teaching of computing skills. In addition to this, children will regularly practise skills through cross-curricular opportunities using other devices such as the iPads and Beebots.

### Planning

As a school, we have subscribed to the MrPICT website which is a rich resource full of CPD and documents to aid the Teaching and Learning of Computing. We follow his progression document

which sets out the objectives to be taught in each year group, in addition to APPs and software to achieve these. Teachers are then given the freedom to plan their Computing lessons, with the support of the co-ordinator, linking them to their class topic where appropriate to ensure lessons are stimulating and motivating and set in meaningful contexts. The medium-term planning is handed to the Computing coordinator for monitoring purposes to ensure that content is being covered and skills developed.

### **Monitoring & Evaluation**

The computing co-ordinator is responsible for monitoring and evaluating the subject as well as keeping teachers up to date with developments, and inspiring them to teach the curriculum confidently through carefully planned staff INSET. Monitoring will include planning scrutinies, the sampling of work, identifying CPD and providing opportunities in staff INSET to address gaps in Knowledge and understanding, analysing assessment and carrying out pupil perception interviews.

The co-ordinator carries out an annual action plan to highlight areas for development. Future targets are set to ensure that the quality of teaching and learning continually improve. The computing curriculum is likely to change frequently because of rapid developments in technology. As such, the computing co-ordinator will keep staff up to date with relevant advances.

### **Assessment**

Teachers track pupil's attainment and progress using Target Tracker which enables them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Reporting to parents about a child's progress in computing capability is achieved through the annual report to parents in the Summer Term. In this report we comment on children's progress and achievements in the subject, commenting on the 3 areas in computing.

### **Equal Opportunities**

We ensure equality of access and equality of experience for all pupils irrespective of race, gender, disability and age.

### **Special Educational Needs**

Pupils with learning difficulties may be given greater access to computers if it benefits their progress in other areas. When judged to be appropriate by the education authority, specialised hardware and software will be made available by them for children with special educational needs. Where necessary equipment has been adapted or purchased to help pupils access their learning (EG, use of accessibility functions on iPads and modified keyboards).

### **The Role of Parents/Carers**

Most families now have a variety of devices at home. Children are encouraged to make use of these devices to support work in school. We have introduced the learning platform Seesaw to engage children with homework, set home learning opportunities and publish school work, giving our parents a "window into their child's learning."

### **Resources**

The computing suite is located in the main building. It consists of 32 networked workstations, ensuring that all children have access to an individual computer when needed. A printer is also available in the suite. Every computer is connected to the printer. Children and staff are allocated user names and passwords. Relevant software is available in the suite to teach the computing units of work. Programmable robots, a projector and other computing resources are also stored here. 2 banks of iPads are available for children to use.

Each classroom has an interactive whiteboard/monitor connected to a device. This machine is networked, providing the teacher with access to the server/internet/printer.

All teachers have a laptop.

The school is committed to an ongoing programme of replacement and enhancement of computer equipment and software.

### **Health and Safety**

All computer equipment will undergo an annual safety check by law. Any equipment that fails this check is withdrawn from use until repaired.

Trailing leads and cables are dangerous and should be attached to the skirting board and table tops.

Where equipment is no longer of any value in school, it will be disposed of correctly. Servers, laptops and desktops must have the hard disk cleaned by an approved company who will issue a certificate.

The school Governors are legally responsible for Data Protection, so they must receive this certificate.

Schools should not sell or gift resources without undergoing these measures as, in addition to concerns regarding data protection, the resources will likely have an Educational User licence for the OS or software and so can not be used by a private individual.

At an age appropriate time, children are taught the correct way to turn on, use and turn off the computers and software they have access to.

### **Acceptable Use Policy**

St Teresa's has an Acceptable Use Policy that covers all aspects of internet safety and portable equipment usage.

### **Digital literacy/online Safety**

We use the project evolve resources to teach our E-Safety lessons. This is a toolkit based on UKCIS framework "Education for a Connected World" (EFACW) that covers knowledge, skills, behaviours and attitudes across eight strands of our online lives from early years right through to eighteen. They can be found at the following website: <https://projectevolve.co.uk/about/>

### **Review & evaluation of the policy**

Reviewed: March 2025  
Approved by Governors:

To be reviewed: Spring 2027