



# Computing Teaching Policy

## June 2024

CAS-06



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
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**EQUALITY IMPACT STATEMENT**

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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## What is Information and Communications Technology?

The term Computing can be defined as the integration of Computing, networking, and information processing technologies and their applications. This includes a combination of computer applications' and communication technology for gathering, processing, storing and disseminating of Information.

Computing plays an increasingly significant role in society and future. It is therefore vital that all pupils are equipped to utilise technology in order to enhance their development as they become confident individuals, successful learners, responsible citizens, effective contributors and facilitate the process of lifelong learning.

Computing is more than 'computers' as it embraces peripherals such as cameras, scanners, projectors, smart boards, visualisers, digital recorders, control equipment, iPads and programmable toys.

## Why should our pupils learn about Information and Communications Technology?

- Computing takes the laborious routine out of some text and information tasks, thus releasing the constraints on a pupil's creativity;
- Children need to develop a variety of computing skills which allow them to harness the power of technology and use it both purposefully and appropriately solving problems that are difficult to solve otherwise.
- It can enhance the learning process across the curriculum and supports co-operative learning, active learning, collaboration and group work;
- Pupils need to recognise the power of computing in the world around them;
- Pupils should become aware of the ethical implications and consequences for individuals and society posed by computing.

## Intent

In line with the 2014 National Curriculum for Computing, we aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The children will learn key knowledge about how computers and computer systems work, and how things are designed and programmed.

Teachers at Chalfont St Giles Village School use the National Curriculum and the Teach Computing schemes of work, as a starting point for their planning of their Computing lessons. Lesson have been carefully planned to include a wide range of media platforms, and where appropriate link with other areas of the curriculum and allow children to build upon their previously taught knowledge and skills. Across the Infant site we have a wide range of devices to ensure that all year groups have the opportunity to experience different hardware and programs for many purposes across the wider curriculum, as well as in weekly Computing lessons.

By the time the children leave Chalfont St Giles Village School, they will have gained key knowledge and skills in the three main areas of the Computing curriculum:

- Computer science (programming and understanding how digital systems work).



- Information technology (using computer systems to store, retrieve and send information).
- Digital literacy (evaluating digital content and using technology safely and respectfully).

The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. These include:

- E-safety
- Programming
- Handling data
- Multimedia
- Technology in our lives

## Aims

Our aims in using computing are:

- For children to become lifelong learners in using computing;
- For children to experience technology within practice to support them to think more creatively and critically;
- For children to use computing to encourage collaboration;
- Staff and pupils recognise that computing affects the way in which people live and work;
- Staff will provide appropriate computing learning opportunities which will embrace our creative, skills based curriculum.
- All staff will be encouraged to develop confidence and competence in utilising computing resources;
- Staff can select and use computing appropriate to the task;
- Parents will be involved in computing through the encouragement of educational partnerships with the home.

## Principles for the use of Computing

Computing is important because:

- Its use is ever evolving and widespread in the modern technological world and likely to continue to grow;
- It is an important medium for learning and study at all educational levels.
- computing is also recognised as being interdisciplinary.

## Access to Information Technology

Children will have weekly access to computing lessons to be taught direct skills and knowledge. In addition to weekly sessions, the use of computing is seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning.

- computing experiences and outcomes are integrated throughout the school;
- Computers, laptops and iPads use is carefully managed so that all pupils are given equal access;
- A range of technology toys implemented in play in EYFS to support the move into the National Curriculum for computing.



## Pupils with Additional Needs

Pupils with Additional Needs have the same computing entitlement as all other pupils and are offered the same computing learning opportunities. However, particular applications of computing may be used for:

- Pupils with difficulties in learning, who need to be motivated to practise basic skills regularly and intensively, and thus benefit from the use of programs in which skills practice is set within the context of a motivating game.
- Some computing lessons are planned to include unplugged activities to allow all pupils to access the skill or knowledge before applying it to a computer so that barriers are removed to allow everyone to access learning.
- Able learners may be extended through the use of programs which offer challenge and opportunities for investigation.
- Some pupils with additional needs may have individualised computing equipment provided following specialised assessment through their statement of special educational needs.

## Homework and Computing

At Chalfont St Giles Village School, all homework is uploaded onto Google classroom. This is also the case in situations of home learning. Pupils also have access at the Infant school to BugClub, Reading Eggs and Maths Seeds. Pupils at the Junior School also have access to MyMaths and Reading Express. We recognise that access to home computers is variable and a homework club is provided to enable pupils to complete tasks at school. Children are also offered Computing devices to loan from the school each academic year.

## Monitoring

The Management Team is responsible for monitoring Quality Assurance in the school. Any school development of computing is documented within the School Improvement Plan, which addresses the priorities for computing within the school and also takes account of CPD opportunities required by staff.

The subject leader will also be involved in monitoring data to support CPD and planning for members of staff to support all pupils in reaching their full potential.

## Role of the Computing Coordinator

- Monitor the wider curriculum to ensure pupils receive a broad and balanced curriculum (learning walks, work looks, pupil voice, surveys etc).
- Consulting with the Headteacher and SLT regarding monitoring and evaluation of the computing curriculum.
- Identify CPD opportunities and provide support/ training to staff where needed.
- Taking the lead in policy and skill development and the application of computing to enhance learning across the curriculum to ensure progression and continuity in pupils' experiences of computing throughout the school
- Monitor the Computing curriculum to ensure pupils receive opportunities to have use a wide range of software's and technology is immersed across the curriculum.



- Have an overview of the subject to ensure progression and continuity of knowledge and skills.
- Encourage and enthuse colleagues, providing support where possible.
- Provide opportunities to model and discuss software's with staff to ensure they are confident to relay in a lesson to their students.
- Support staff to develop their termly Computing curriculum via discussing planning, software's, outcomes and resourcing.
- Have up to date knowledge of current legislation and thinking.
- Taking responsibility for the purchase and organisation of central resources for computing, in consultation with staff.
- Liaise with staff, parents, Governors, inspectors and other schools where required.
- Manage resources and attend relevant course where available.
- Maintain all relevant information in the relevant subject folder.

## Role of the Class Teacher

The class teacher has responsibility for:

- Planning, teaching and assessment of computing skills in accordance with the computing scheme of work and National Curriculum.
- To ensure all areas of the computing curriculum are covered and gaps are identified and placed into planning to ensure children can develop their knowledge and skills.
- Ensuring opportunities are provided to embed computing across all curricular areas and utilise it to enhance learning and teaching.
- The recognition of data protection, computer misuse and copyright legislation within their own classroom setting.

## Role of the Governing Body

The Governing Body works with the Headteacher, Senior Leaders and Subject Leader to monitor and evaluate the curriculum, the environment and pupil progress and effectiveness of curriculum policies. A named governor will be responsible for reporting to the Governing Body on the implementation of this policy.

## Beyond the Classroom

The school website is being supported and managed under the supervision of the Junior School Secretary. The school website can be found at [www.csqvillageschool.org](http://www.csqvillageschool.org)

The school Twitter page is also updated on a regular basis by teaching staff and the school business manager.

## Strategies for Ensuring Progress and Continuity

Planning for the use and improvement of computing is a process in which all teachers are involved, wherein:

- Succession planning for updating and replacing hardware, software and peripherals will be incorporated within the School Improvement Plan.



- Suggestions for computing activities integrated with the curriculum are developed by the computing co-ordinators in collaboration with colleagues.
- Training is offered according to the School's Development Plan and relevant quality assurance, in addition to the individual needs of staff members.

## Assessment

Formative and summative assessment are used to guide the progress of individual pupils in their use of computing. It involves working in tandem with children to identify their progress, determining what has been learned and what therefore should be the next steps in learning. Formative assessment is carried out by class teachers.

## Strategies for Recording and Reporting

Reporting to parents is undertaken through parent consultation meetings, and annually through a written report. Reporting on computing use will focus on each child's ability to use a computer with confidence and competence across a variety of applications and in a range of contexts.

## Staff and Pupils Using Computing

Staff are encouraged to use computers in school in order to prepare resources and to develop personal competence and confidence in the use of computing. Each staff member has their own email account and is strongly encouraged to check and respond to emails regularly. Staff also have access to Google Drive to upload planning and resources.

Staff are supported to develop their own skills and abilities to teach computing as a skill and embed its use across the curriculum. A timetable is in place to ensure equality of access for each class to the Computing Suite. This is reviewed and revised regularly.

## Health and Safety and Computing

Health and Safety issues in Information and Communication Technology include:

- Taking care with setting up and moving equipment;
- Establishing appropriate working conditions, e.g. computer systems should not be placed near magnets, radiators or have trailing wires which can be tripped over;
- General electrical safety as prescribed by the authority;
- Staff and pupils will demonstrate an appropriate respect for equipment;
- All staff will promote 'E-safety' and encourage pupils and parents to familiarise themselves with the risks associated with being online. See current E-safety policy;
- All PCs, laptops and other equipment should be turned off at the end of the school day;
- Access to web sites will be filtered through 'SurfProtect' using the 'safesearch' facility and through the firewall. All pupils and parents must agree to the Acceptable Use Policy.

## Trouble Shooting

When a fault occurs on a system in the software or the hardware, staff will consult with the appropriate co-ordinator and record in the communication book for 'TurnItOn' which can be found in the main office.



## Data Protection

Any data files which contain information about living identifiable individuals must be registered under the Data Protection Act. The details of any such files must be given to the School Secretary who will register them with the LEA.