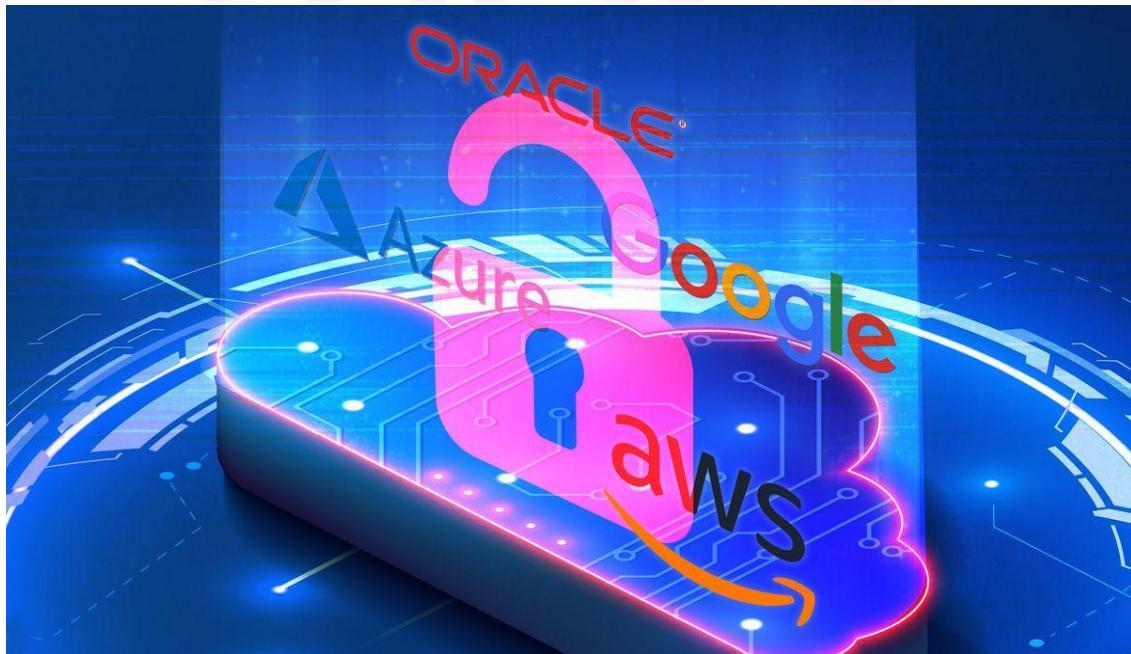# School of Knowledge
(St. Mary's Group of Schools)

COMPUTING POLICY

1. INTRODUCTION:

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognize that computing is an important tool in the process of teaching and learning and for the world we live in. Pupils use computing tools to find, explore, analyze, exchange and present information responsibly, creatively and without discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of sources. The school integrates digital literacy and well-being into computing education to support students' holistic development in the digital age.

2. PURPOSE:

The use of information and communication technology is an integral part of the curriculum and is a key skill in everyday life. Computers, laptops and mobile devices are few of the tools that can be used to acquire, organize, store, manipulate, interpret, communicate and present information.

At School of Knowledge, we recognize that pupils are entitled to quality hardware and software and a structured and progressive approach to 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. All staff and pupils in our school to become confident users of computing technologies is our vision so that they can develop the skills, knowledge and understanding which enable them to integrate computing seamlessly as a mechanism for teaching, learning and administration and to foster responsible digital citizens who are equipped to navigate online environments safely and ethically.. Computing is a tool to create greater efficiency, more engaging learning and to prepare for life beyond school – it is not an end in itself.

3. AIMS:

- To enable students to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their computing activities.
- To use computing as a tool to support teaching, learning and management across the curriculum.
- To provide students with opportunities to develop their computing capabilities across the curriculum.
- To ensure computing is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
- To promote critical thinking and digital problem-solving skills through authentic, real-world computing tasks.

4. OBJECTIVES:

In order to fulfil the above aims it is necessary to ensure:

- a continuity of experience throughout the school both within and among year groups;
- the systematic progression through key stages 1 & 2(Year 1-Year 8);
- that the curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage that all students have access to a range of computing resources;

> ➤ that computing experiences are focused to enhance learning;
> ➤ that cross curricular links are exploited where appropriate;
> ➤ that skills and knowledge of the students are monitored and evaluated;
> ➤ that resources are used to their full extent;
> ➤ that resources and equipment are kept up to date;
> ➤ that staff updates themselves with required skills based on the computing trend.
> ➤ that opportunities are created for collaborative projects using digital platforms to build teamwork and communication skills.

5. TEACHING & LEARNING:

Teacher's planning is differentiated to meet the range of needs in any class including those students who may need extra support, those who are in line with average expectations and those working above average expectations for students of their age. Lessons will incorporate up-to-date technologies and contemporary digital tools relevant to current trends and future demands.

A wide range of styles is employed to ensure all students are sufficiently challenged:

- Students may be required to work individually, in pairs or in small groups according to the nature or activity of the task;
- Different pace of working;
- Different groupings of students- groupings may be based on ability either same ability or mixed ability;
- Different levels of input and support;
- Different outcomes expected.

The section coordinators will review teachers' computing plans to ensure that a range of teaching styles are employed to cater the needs of all the students and promote the development of computing capability.

EQUAL OPPORTUNITIES:

It is our policy:

- To ensure that all students follow the skill based curriculum for computing;
- To keep a record of student's computing use to ensure equal access and fairness of distribution of computing resources;
- To provide curriculum materials and software which are in no way class, gender or racially prejudice or biased;
- To monitor the level of access to computers in the home environment;
- to ensure no students are unduly disadvantaged;
- To establish in-school time where students are given supervised access to computers and the internet.
- To explore loaner device programs or alternate access options for students lacking digital resources at home.

6. INTERNET SAFETY:

Our policies on internet safety and acceptable use are covered in separate documents. (Refer to E-Safety policy)

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all students are responsible and use the internet and other communication technologies such as email safely. Although the school offers a safe online environment through filtered internet access, we recognize the importance of teaching our students about online safety and their responsibilities when using communication technology, both in and out of the school. Internet safety is taught through computing and the principles are observed in all the subjects where the internet is used. From Year 2 upwards, all students start the academic year with a unit on E-safety and sign acceptable use policy/agreements (AUPS).Students also learn how to manage their digital footprint and identify misinformation online as part of the E-safety curriculum.

7. MANAGEMENT INFORMATION SYSTEMS (MIS):

The school computer network enables efficient and effective access to and storage of data for the school's management team, both academic and administrative staff. The school complies with requirements for the management of information in schools. We currently use Digital Campus which operates on the school's administrative network. Class teachers have access to attendance data, use the electronic register and input data for their class into grade book. The school has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with training provided appropriately. Periodic audits will be conducted to ensure compliance with data protection standards and to reinforce safe data handling practices among staff.

8. ASSESSMENT:

Teachers regularly assess capability through observations, discussions with students and looking at completed work. Regular assessment of computing work is an integral part of teaching and learning. It should be process oriented - reviewing the way that techniques and skills are applied purposefully by students to demonstrate their understanding of the concepts of ICT and computing.
 Assessment can be broken down into:

- Formative assessments are carried out during and following short focused tasks and activities. They provide students and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review students' capability and provide a best fit level. Use of

independent open ended tasks provides opportunities for students' to demonstrate capability in relation to the term's work. There should be an opportunity for student review and identification of next steps. Summative assessment should be recorded for all students.

- Student digital portfolios will be maintained to track progress and showcase achievement in computing over time.

9.   APPROPRIATE LEGISLATION, INCLUDING COPYRIGHT AND DATA PROTECTION:

All software loaded on school computer systems must have been agreed with the designated person in the school. All our software is used in strict accordance with the license agreement. We do not allow personal software to be loaded onto school computers or the school internet to be used for personal reasons.

We ensure that the school community is kept safe by ensuring that:

- The use of digital technology will be in line with the school's Acceptable Use Policy/Agreements (AUP);
- All stakeholders must read and sign the school Acceptable Use Policy/Agreements;
- Parents are consulted regarding use of photograph/videos of children in school display, school website, newsletter, social media and any other publications.

POLICY REVIEW LOG:

Policy Details	Computing Policy
Reviewed/ Approved By & Date	ICT Dept. and SLT/ June 2025
Next Revision Date	June 2026