ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

COMPUTING POLICY

"Let us love, not in word, but in truth and action." (1 John 3:18)

October 2025

Approved by GB: October 2025
Next review due: September 2026

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

Policy Statement

In its preparation, due thought and consideration has been given to the National Curriculum requirements, skills, progression through the Key Stages, year groups and class structures within school to ensure that a well-structured and rich curriculum has been developed.
Staff use a cohesive approach to teaching computing by using Teach Computing to generate their units which are based on the new National Curriculum Attainment Targets for computing. Working in such a way allows for individual styles and approaches to teaching and allows for units to be closely monitored and ensure all pupils meet the yearly coverage of the National Curriculum.
School is linked to the Internet via Lancashire Intranet. Access to the internet is filtered but children will only be allowed on the internet under supervision of an adult in school (see also Online Safety Policy). Under the prevent agenda, this filtering ensures children are safe from terrorist and extremist material.
The Computing Policy is to be reviewed as necessary in light of the changing curriculum and new developments in technology.

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 St Anne's Copp, Great Eccleston, 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

Our computing aims are 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 and in order to solve such problems, can evaluate and apply information technology, including new or unfamiliar technologies.
- Are responsible, competent, confident and creative users of information and communication technology.

Objectives:

Early years

Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving

subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.

Key Stage 1

By the end of key stage 1 pupils should be taught to:

• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
• Write and test simple programs.
• Use logical reasoning to predict and computing the behaviour of simple programs.
• Organise, store, manipulate and retrieve data in a range of digital formats.
• Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2

By the end of key stage 2 pupils should be taught to:

• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
• Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
• Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible PC system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing leader of any faults as soon as they are noticed. Resources, if not classroom based, are located in the boardroom.
A service level agreement with entrust is currently in place to help support the coordinator to fulfil this role both in hardware & audio visual. ICT and computing network infrastructure and equipment has been sited so that:

Every classroom from Reception to Year 6 has a PC connected to the school network and an interactive screen with sound and video facilities.

• There are iPads with internet access available to use in all classrooms.
• There are Laptops with internet access available to use in all classrooms.
• Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
• The school has an ICT and computing technician who is in school one day per month.
• A governor will be invited to take a particular interest in ICT and computing in the school.

Planning

The school uses Teach Computing as a resource to support planning and ensure that a wide coverage of skills is taught across all year groups. Teachers adapt the planning to ensure that the

learning is accessible and rich for all of the individual learners in their classroom. All modules are planned in line with the national curriculum and expose classes to each of the three strands: Information technology, computer science and digital literacy. Through using Teach computing to support our planning, we can also ensure that there is a clear line of progression in skills being taught through all year groups.

Inclusion and diversity

At St Anne's Copp, Great Eccleston, our planning and support ensures that all children are given the chance to achieve in computing, including boys and girls, higher achieving pupils, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Health and safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be pat tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the ICT technician, bursar or head teacher who will arrange for repair or disposal.

Security

• The ICT and computing technician will be responsible for regularly updating anti-virus software.
• Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
• Parents will be made aware of the 'acceptable use policy'.
• All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.