Diversity in Computing

Key Area	Evidence and Next steps
1. The global dimensions and implications of ICT, especially in facilitating communication, are explored.	PSHE explores online safety. Safer Internet Day. Online safety looked at during our PSED week.
2. Activities, tasks, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	Teachers discuss the children's technology use with them (PSED week, Online Safety in PSHE and Safer Internet Day). Teachers alter input according to the children's use of tech. i.e. If a child doesn't have a laptop, they may need more support in using the hardware.
3. Representations of people engaged at ICT reflect a broad range of people from diverse racial backgrounds.	**Next step:** Link some areas of computing to people who used that computing skill. E.g. Segun Fatumo uses his expertise in computer science to help with genetic research.
4. Software for using/teaching community languages is available.	Google translate available on all class computers and iPads.
5. Pupils learn to access specific websites which deal with culture, religion and racism.	**Next step:** Specifically show this to the children.
6. Pupils understand how information arises out of a cultural context and explore how websites reflect the culture of their creators.	Units in Purple Mash explore reliability and context of some resources. Example; Evaluating digital content (Year 6). **Next step:** Specifically look at the creators of information and how this affects the information being put out.
7. Pupils use a variety of international websites as sources of information.	**Next step:** When technology is used to complete research tasks, teachers are to make a conscious effort to show pupils a range of websites from all around the world (not just .uk.)
8. Pupils establish ICT links with culturally dissimilar schools locally, nationally or internationally.	**Next step:** Set up a link with a school abroad. Explore communication through technology?