



SLADEFIELD INFANT SCHOOL

Computing Policy (Also see E-Safety Policy)

	Date	Minute No.
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Rationale

The school believes that Computing:

- Gives pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each pupil.

Vision Statement:

Sladefield Infant Schools computing vision statement is -

Tell me, I will forget, show me and I will remember, Involve me and I will learn

Sladefield Infant School believes that computing in the 21st Century has the power to make a significant contribution to all aspects in and out of school. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects. Therefore, it is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use computing throughout their lives and be informed enough to cope with specific e safety issues that might arise whilst using specific digital devices. To ensure this computing will be incorporated and embedded into the curriculum as an integral part of inclusive planning that nurtures and enriches the children's experiences.

Aims

The National Curriculum for computing aims to ensure that all pupils 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 precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In order to achieve these aims, the school aims to provide a broad and balanced curriculum, which is coherent and consistent across the school, which promotes digital citizenship by developing critical thinking skills. This has been an integral part in creating cross curricular links and enabling children to be confident, creative and independent learners.

Children will be able to;-

- Develop computing capability and resilience in finding, selecting and using information safely and adapting appropriately to the demands of an ever changing society that encompasses technology, especially with remote learning.
- Use Computing for effective and appropriate communication whilst online
- Monitor and control events both real and imaginary
- Apply hardware and software to creative and appropriate uses of information
- Apply their Computing skills and knowledge to their learning in other areas
- Use their Computing skills to develop their language and communication skills
- Explore their attitudes towards privacy and its value to them and society in general. For example, to learn about the issues of security, confidentiality and accuracy.
- Enable pupils to have equal access to Computing and develop an awareness of the ways in which Computing might contribute to the achievement of both their subject teaching and their wider educational aims.

Entitlement

Computing is part of the curriculum and is to be used both as a cross-curricular support and a subject in its own right. All children should have access to the use of computing technologies regardless of gender, race, cultural background or physical or sensory disability. The school will endeavour to provide specialist equipment to support children's learning. Reasonable adjustments will be made for children with learning difficulties, so they can access the curriculum through the use of these technologies. Where at all possible bespoke remote learning via Zoom will be available for specific classes.

Roles

The co-ordinator will monitor the subject by;

- sampling pupil's work/observations by informal/formal assessment
- reviewing assessment records to review progression and continuity
- plan and monitor gifted and talented children
- monitoring the uptake of after school clubs, Zoom sessions and online learning platforms such as Tapestry, Class Dojos and Purplemash.
- collecting evidence of community involvement through online learning platforms such as the school website, the school's Twitter account, Zoom sessions, Tapestry and Class Dojos.

The coordinator will provide planning for each unit and disseminate resources (web sites, equipment and software). They will maintain an up to date knowledge and understanding of Computing issues, plan and where appropriate, deliver suitable INSET training in conjunction with the staff's needs.

The coordinator will liaise with the Senior Leadership Team on all computing issues such as; -

- Planning and purchasing resources; both hardware and software
- Sourcing and managing technical support
- Manage the computing budget
- Monitor on administrative uses of computing
- Monitor parental participation (workshops for parents)
- Researching and piloting new technology

Home, school and community links

Computing developments and achievements are shared with appropriate stakeholders through, the school website, Twitter, the Conservatory TV, Class Dojos, Tapestry and the Anomaly board, which runs on a rolling program involving all stakeholders. Any safeguarding or welfare concerns linked to E- safety regarding computing, digital content or sharing and internet use will be reported using CPOMS and will be monitored by SLT and the Computing Lead.

Teaching and learning style

It is recognised that all classes have children with widely differing computing abilities. This is especially true when some children have access to computing equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We will achieve this by -

- Setting common tasks which are open ended and can have a variety of responses.
- When required, home packs and online learning packs (including Zoom sessions) have been available so that children can access learning from home.
- Setting tasks of increasing difficulty (not all children complete all tasks)
- Any gaps in the children's learning is addressed at the discretion of the teacher. For example, grouping the children by ability in the room and setting different tasks for each ability group.
- Planning and providing resources of different complexity that are matched to the ability of the child. Children are set their own tasks on the Purplemash 2Do list which allows teachers to set a specific time frame to complete work. This allows teachers to track the progression of children.
- Using staff to support the work of individual children or groups of children.

Planning

In reception, it is important to provide a broad, play-based experience of computing in a range of contexts, including outdoor play. The Early years learning environment, features computing scenarios based on experience in the real world, such creating role play opportunities that encourage children to be confident learners. Planning is often adapted to suit the children's interests and needs. An integral part of planning is E safety and the need to look after the digital devices children use. Digital devices such as the remote trucks, tills, telephones, remote cars, metal detectors, sound buttons and mobile phones are planned into the continuous planning to ensure children have a broad and balanced experience of Computing.

In Key Stage 1, in conjunction with the National Curriculum, the topics studied in computing are planned to build upon prior learning, with a greater emphasis on e-safety. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that children are increasingly challenged as they move up through the school and are able to use their knowledge in other aspects of school life. Although Key Stage 1 cover the topics outlined in the **Purplemash Schemes of Work**, there is the flexibility for each class teacher to adapt planning to suit the individual needs of their class.

Assessment and Recording

Teachers will assess children's work in computing by making informal judgements as they observe them during lessons.

Any online platforms that engage the parents and children such as Class Dojos, Tapestry and Purplemash need to be regularly monitored by individual class teachers. Depending on the task the teacher may mark work and comment as necessary or discuss the pupils work as they are carrying out the task.

This will entail talking to pupils, observing and discussing their work with them. The children will be informed of the next steps in their learning through informal verbal review of their work. Progress will be recorded and monitored on Purplemash (the 2do list) and three annotated pieces (ranging from higher, middle and lower ability child) of work will be displayed on the working wall in the computing suite for each strand of Computing scheme covered, this will in turn be kept by the computing coordinator in a portfolio. All work for the working wall is to be dated, initialled and most importantly the purpose of the lesson is to be clarified. Children will be encouraged to record their own progress by self and peer assessment.

Every year, each child's report will have a section for Computing. The report will contain comments on the child's progress, achievement, strengths and weaknesses. Teachers may use a national curriculum level description to describe pupils' attainment, but this is not statutory.

Time allocation

Each class is allocated an hour in the computing suite each week. The school now has more than 30 computers in the ICT suite which enables it to be more accessible to a class. Each class has 2 laptops/computers, at least 1 ipad, in addition to the whiteboard in each class. There are 4 bee bot rechargeable docking stations which are accessible to key stage 1 whilst Reception have a number of digital devices that are rotated within the unit to enrich and enhance learning. In Reception, Ipads are used by staff to upload observations on Tapestry on a regular basis and as a result all staff have their own tablet. Throughout the school, Class Dojos have been used to manage behaviour (but has also been an online platform where parents can communicate and comment about their specific child). Parents use Purplemash, Class Dojo and Tapestry and Twitter as a valuable source of parental feedback and communication. Many children have the opportunity to use the devices to enhance their learning.

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in computing will be the responsibility of the computing subject leader. The computing subject leader will be responsible for supporting colleagues in the teaching of computing, for keeping staff informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The computing subject leader will provide on-going support and training to staff and review samples of children's work in a portfolio or on online platforms.

Cross curricular Links

Computing is a statutory subject in the national curriculum at all key stages. Most lessons should be delivered through cross-curricular teaching. Like other technologies computing is essentially a tool intended to ease the performance of tasks and make that performance more effective.

It is also a requirement of the national curriculum that pupils are given opportunities to develop their computing capability through the use of computing tools in other subjects. Whilst some aspects of learning about computing can be dealt with during specific computing lessons there is much that children can only learn by using computing in his/her teaching programme and to ensure that this potential is exploited to the benefits of the pupils.

Equal Opportunities

Each child, regardless of gender, religion, disability, ability, age or social and cultural background, has an equal entitlement to computing capability.

Access to the school's computing facilities are available to all members of the school community in accordance with the school's Equal Opportunities Policy. Please refer to Equal Opportunities policy for further information.

In Computing lessons, pupils with specific learning needs also have access to, where appropriate:

- Visual prompts to engage and increase attention.
- Real objects to explore and manipulate.
- Symbols for key vocabulary.
- Opportunities for repetition, to consolidate and reassure.
- Opportunities to use special interests where appropriate.
- Support where necessary to develop new skills so that children are prepared and resourced for any eventualities of online learning. If required, this will involve making appropriate provisions to ensure children can access online platforms and Zoom sessions.

The use of the Internet in school

Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

All members of the school will need to adhere to the school's E-Safety and Acceptable Use Policies. The internet provides children and young people with access to a wide-range of content, some of which is harmful. The filtering systems used in our school block inappropriate content, including extremist content.

Where staff, students or visitors find unfiltered, inappropriate content they must report it immediately to a member of the Senior Leadership Team.

Computing Resources

The School Improvement Plan describes the long-term strategy for the provision of computing resources and the computing action plan allocates the finance to implement the plan.

Purchases are planned to ensure that the computer equipment and software remains up to date, with a gradual policy of replacement and renewal of older equipment. Obsolete equipment is written off from the school inventory with the permission of the deputy head, head teacher, governing body, computing coordinator or computing technician. The computing subject leader, Head Teacher, Deputy Head and ict technician reviews new equipment and software as it comes on the market in order to remain up to date with developments and to offer advice on the purchase of new resources. Subject leaders are included in planning the purchase of software and equipment for their subject. The list of software and hardware is regularly reviewed.

Computers are organised so that there are two computers in each classroom, which support the cross-curricular use of computing. Sladefield also has a computer suite, which is timetabled to be used by each class at least once a week.

All computers are equipped with a set of core software to meet the requirements of the scheme of work and additional software is available to meet the specific requirements of other subjects and for special educational needs. Up to date virus protection is installed on all machines.

The installation of any software not purchased by the school is not allowed and all software installed on machines has the correct licence. The computing technician holds an up to date Asset inventory list of all the software licences and on which computers the software is installed. All staff are informed of the licensing laws for software and the risks

from virus infection. The appropriate use of the computers is monitored by the Deputy Head, Head Teacher and Computing Lead. Please refer to the Acceptable Use Policy for more detail.

The school will undertake to replace computer equipment in order to maintain the current ratio of computers: pupils. Due to the cost of replacing equipment it is vital that all computing equipment is adequately insured. Equipment will continue to be repaired as long as it is economically viable to do so. The school will endeavour to train the children to use the equipment more efficiently and economically. A ICT technician will be available on a part time basis to maintain the school's hardware. Any technical issues that arise will be logged so that the technician is aware of any issues that arise within the week.

Online Platforms

In recent years there has been a boom in the education opportunities that are available online. We have bought into **Purplemash** to give pupils safe access to online educational opportunities outside of school. All pupils have passwords that can be used to access these sites. Pupils have been shown how to use them and how to keep their passwords safe from others. The Computing Co-ordinator's role, alongside the technician, includes monitoring how many children work at home. Staff are encouraged to use the Purplemash as a cross curricular tool to support the teaching of lessons.

Other online platforms such as Class Dojos, Zoom and Tapestry have been used to engage children in learning. If required, with parental supervision and individual log in cards, parents can access further teaching and learning remotely from home.

Administrative use of Computing

Administrative computers will have a password-protected screen to prevent any unauthorised use and access of information. The school will promote the use of emails for distribution of appropriate training and general information. Individual logon passwords are created for the learning platforms that the parents access, such as Tapestry, Class Dojos and Purplemash.

Copyright

At Sladefield Infant School, we have a responsibility to teach and uphold the laws and guidance on copyright. Images on the Internet are not freely available and we have a responsibility to teach children how to check and use information and images appropriately. These are the currently recommended sites:

Microsoft Office clipart now includes photos and moving images. These are allowed to be used if not for profit. (Please refer to the GDPR policy for more detail).

Health and safety

Children will be taught how to safely handle technical equipment. Computer equipment will be PAT tested yearly and inspected regularly by the technician/ Computing co-ordinator. However, if potentially dangerous faults are found, they should be reported to the head immediately and the equipment should be withdrawn from use.

The school has a health and safety policy, which is available in a separate policy. The particular issues associated with the use of computing equipment are;

- all workstations offer a safe environment for pupils and staff to work:

- all electrical equipment is regularly checked on an annual basis
- wires and cables must not be allowed to trail on the floor or worktops
- chairs and tables are at an appropriate height for the children
- lighting is suitable and monitors are not facing bright direct lighting from a window
- the room is adequately ventilated and all work stations are cleaned thoroughly to minimise the risk of infection.
- to prevent all spillages children, students and staff do not eat or drink near the computers
- children are aware of the dangers of using electrical equipment and are taught the rules for safe use of the computers, such as how to switch them on and off correctly, especially digital devices as they often over heat.
- Ensure children do not work at the computer for long periods of time (within school or remotely) without a break.

Review and evaluation procedures

The everyday use of communication technology is developing rapidly, with new technology being produced all the time. This policy therefore will be reviewed and revised on a yearly basis. The Computing Co-ordinator will liaise regularly with staff, both at staff meetings and informally, to monitor the effectiveness of the policy and the computing curriculum. Meetings with subject co-ordinators will also ensure that the use of information technologies across the curriculum is planned for and evaluated.

There is a separate Internet E Safety Policy (which includes the Acceptable Use Policy, GDPR Policy and a Filtering Policy)

Date: January 2021 (reviewed every year)