Letchmore Infants' And Nursery School

Computing Policy

September 2024

Review date – September 2026

Introduction

This policy sets out our aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Computing Lead (Miss Laura Tabinor) in consultation with the SENCO, Leadership Team, and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed at the start of every academic cycle.

Aims

Letchmore Infants' and Nursery school feel that every child should have the right to a curriculum that champions excellence, supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Through the study of computing in our school we aim to:

- Provide an exciting, rich, relevant, and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful, and competent users of data, information, and communication technology.
- Provide technology solutions for forging better home and school links. Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared, and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high-quality hardware, software, and unplugged resources.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient

Online safety

Online safety has a high profile at our school. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 2.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies, and agreements. They know who to contact at school if they have concerns.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils. Pupils, staff, and parents have Acceptable Use Policies which are signed and copies freely available.
- Training for staff and governors which is relevant to their needs and positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs.
- Filtering and monitoring systems for all our online access.

Entitlement

- All children are to have access to the use of computing regardless of ability, age, culture, disabilities, gender, or race.
- All KS1 pupils have an entitlement to access the National Curriculum computing programmes of study at appropriate levels through discreet teaching and learning opportunities, continued and enhanced provision to promote child initiated learning.
- Foundation Stage children have an entitlement to access the EYFS curriculum at appropriate levels.

Inclusion

We aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

Implementation

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 2. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than meets the national vision for Computing. It provides

immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

Curriculum

Early Years Outcomes

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts. We believe the following:

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control, and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language. Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.

Key Stage 1 Outcomes

- 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.
- 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.

Assessment/Recording and Reporting

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 and 2. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Formative assessment is undertaken during each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents, both teachers and pupils can evaluate progress.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about pupil attainment and enter that data on to spreadsheets shared with the computing lead.

Resources

All resources are procured with the underlining considerations of value:

- The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
- Audits of school resources are conducted regularly by the Computing Lead, which informs bidding for budget allocations.
- The Computing Lead keeps up to date with the latest technology resources and will make informed decisions about procurement of them through their own research.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential. Suggestions for getting the absolute best out of the resources are made available to teaching and support staff by the Computing Lead.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Lead in discussion with the Senior Leadership Team.

Computing and the School community

- Teaching and non-teaching staff will have opportunities to develop interests, knowledge, and expertise in computing.
- The Computing Lead will attend relevant computing courses and feedback to staff.
- Relationships will be maintained with outside agencies e.g. HCC services.
- Safety will be ensured for all users by appropriate positioning and maintenance of computing resources.
- Links will be maintained with other schools, particularly Almond Hill and with stakeholders through the school website.

Health and Safety

Pupils are made aware of the health and safety issues that arise from the use of it equipment. They will be taught how to use the equipment appropriately and to carry out the use in a safe and responsible manner.

All adults working with children are made aware of the health and safety implications.