

Yeadon Westfield Infant School
Computing Policy 2020
Review 2023

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

This policy outlines the teaching, organisation and management of computing at Yeadon Westfield Infant School. The implementation of this policy is the responsibility of all the teaching staff at Yeadon Westfield Infant School. Computing is a fundamental aspect of our world today. Its influence in the future looks set to increase yet further. Our pupils are entitled to every opportunity to develop the skills to employ ICT to help them learn and work.

Aims

- To equip all learners with the experience and skills of Computing that they will use in a rapidly changing technological world.
- Learners in our environment will be confident and independent in their use of computing to solve problems across the curriculum.
- Meet the requirements of the Early Years Foundation Stage Curriculum and National Curriculum for Key Stage 1.
- Computing is used to support problem solving and learning across the curriculum.
- Innovative use of resources
- Children, parents, staff and governors to be aware of E-Safety issues including social networking.

Curriculum coverage and progression

Long term planning demonstrates coverage and progression of the key objectives for computing. Opportunities for embedding computing as a tool to support learning and teaching are identified in curriculum planning.

Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or program a toy. Recording devices can support children

to develop their communication skills. This is particularly useful with children who have English as an additional language.

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 compute 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.
- To type a simple sentence using a computer keyboard.

Classrooms

Every classroom has a SMART board, visualiser, an iPad and 4 internet linked computers. Children should have supervised access to this hardware as appropriate. These are maintained by the computer technician.

Teachers' ICT resources

Every teacher has access to a laptop computer which they use to keep their individual planning, teaching, assessment and delivery of the curriculum. These are internet and network linked. This is the property of the school and must be kept safe and secure at all times by the teacher. Teachers are responsible for ensuring it is used appropriately and its virus protection must be kept up to date. Furthermore, the staff have access to an increasing range of computing resources, e.g. bee bots, visualisers.

Assessment

- Practitioner observations and Assessment for Learning fully informs future planning.
- Progress is assessed using the key objectives for ICT.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment through a skills based assessment method.

Monitoring

Regular monitoring of all aspects of ICT informs the subject leader and school development plan.

Learning styles and the learning environment

- Medium term planning takes account of differentiation and progression.

- All learning styles are considered.
- Open questions are developed to challenge children's thinking and learning.
- Stimulating learning environments are created.
- Independent learners have access to a variety of resources

Inclusion

Children's individual needs are addressed through provision of resources, learning styles and questioning. Positive use of technology is promoted by all.

Equal opportunities

All learners have the opportunity to develop their computing capability. Liaison and transfer between settings. Children's attainment in computing is shared with practitioners/teachers in each setting.

Home, school and community links

Computing developments and achievements are shared and a positive relationship fostered with home, school and the wider community. Our school website promotes the school and children's achievements as well as providing information and communication between the school, parents and the local community. Texts are sent to parents as reminders or to inform as an addition to sending letters home with children.

Resources

Resources are purchased and deployed effectively to meet the requirements of the Foundation Stage Curriculum and National curriculum for Key Stage 1.

We give children the opportunity to further their IT skills through an after school club provided by Computer Explorers.

Roles and responsibilities

- All teaching staff will work together to ensure the implementation of the Computing policy.
- As with any electrical appliances children should not use computers without adult supervision.
- The subject leader is responsible for sharing developments in computing with staff members and keeping herself informed through CPD.
- The computing technician is responsible for maintenance of hardware and the network.

Health and safety

- Age appropriate class and safety rules are displayed in the learning environment.
- Equipment is maintained to agreed safety standard.
- Staff and pupils are reminded not to look directly into the projector beam when using the interactive whiteboard.
- All equipment is checked annually under the Electricity at Work Regulation 1989.
- A detailed inventory is kept up to date by the schools administration team who ensure that all equipment is checked.
- New equipment is added to the inventory on arrival.
- When using computing resources all staff will make a visual check specifically to ensure that there are no trailing cables or leads which could constitute a health hazard.

E-Safety

- All members of staff have signed a Staff code of conduct for ICT
- Parent/carers, pupils and any other person dealing with children and ICT should be aware of and have signed the schools 'Acceptable Use Agreement' Policy.
- All children are reminded of staying safe at the beginning of every computing session and one lesson per term is dedicated to reminding the children how important it is to stay safe on -line.

Management of ICT

Role of the Subject leader

- To take the lead in policy development
- Ensure teachers are familiar with the policy
- Support staff with lesson planning
- Lead by example in the way computing is taught in own classroom.
- Purchase, organise and review Computing resources, ensuring they are readily available and maintained
- Beware of national and local developments by reading appropriate materials and attending courses and subject leader meetings
- Prepare, organise and lead INSET, with the support of the Head teacher
- Monitor children's work regularly
- Monitor the teaching of computing by observing lessons, scrutinising planning and pupil interviews
- Monitor the progress of computing and advise the assessment subject leader and Head teacher of any action required
- Identify support needed by colleagues

- Liaise with link schools to encourage continuity of approach
- Contribute to the school development plan
- To be fully up to date with any changes to e-safety regulations and advisories