William Austin Infant School

Computing Policy

November 2024

Intent

At William Austin Infant School, our mission is to create a learning environment 'Where All Individuals Shine'. We believe that all children deserve a high-quality Computing education. In line with the 2014 National Curriculum for Computing, our aim is to provide our pupils with the skills needed to embrace and participate in an ever-changing world of technology. Through our Computing curriculum, we intend to ensure that our pupils feel confident in understanding and using technology safely and to develop the next generation of digital citizens. We will develop our pupils' understanding, confidence and resilience living in a digital world, making technology accessible to all and to provide them with an opportunity to experiment, explore and develop their skills through a wide range of experiences and learning opportunities. Our intention is that Computing also supports children's creativity and cross-curricular learning to engage children and enrich their experiences in school.

Implementation

At William Austin Infant School, we provide children with high-quality weekly Computing lessons that are creative, engaging and inclusive. Key skills are taught and developed in carefully planned lessons. Each year group follows the National Curriculum for Computing. Our ambitious Computing curriculum is implemented through lessons linked to topics in Key Stage 1 and through Understanding of the World in EYFS which enable the children to fulfil the National Curriculum expectations:

- 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.

Lessons are taught using a variety of programmes such as 'Purple Mash' to ensure complete coverage of the Computing curriculum. Online safety is weaved through the Computing curriculum and taught every half term.

Impact

The impact of our Computing curriculum is seen through the confident, safety-aware digital citizens our pupils are. The Computing curriculum we provide our pupils with is fun, engaging and high quality; the impact of this being pupils are able to use technology effectively and safely. At the end of each year, our pupils are equipped with the building blocks required to move to the next stage of their Computing education. The success of the Computing curriculum and the

impact of what is in place is monitored through pupil voice, discussions with staff and the monitoring of pupils work.

Aims:

We aim for all pupils to:

• Develop Computing capabilities and to be able to use this confidently and independently.

• Broaden their understanding of the uses of Computing within school and in the wider world.

• Develop an understanding of the potential of Computing within their own lives and how to use it safely.

We will do this by:

• Providing a curriculum which motivates, challenges and involves every child, to ensure they reach the highest possible standard of achievement, following the new national Curriculum guidelines.

• Teaching children the skills needed to be able to use ICT equipment to store and retrieve, present and analyse information in real life contexts.

• Providing relevant training and support for all staff to ensure they can teach and support pupils effectively.

Teaching and learning strategies

EYFS (See also the EYFS policy)

- Although technology is no longer included in the Early Years Framework it is still important in the foundation stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play.

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

• Computing Skills are taught on the basis of the National Curriculum 2014, with support from Rising Stars Switched On Computing and Purple Mash schemes of work. Online Safety is taught following Education for a Connected World.

Assessment and recording

Each child has their own Google account which they use to access the Chrome books. The children have a Purple Mash account where they can access and save their work over the year to enable editing and progression.

During each topic the children are regularly assessed to identify those children needing additional support in order to meet the key skills covered in that topic and those children needing further extension.

Remote Learning and Homework

- Although schools are no longer required to supply remote learning all children in school have till have an individual email address and password for Google Classroom and Purple Mash. If remote learning was required it would be set, recorded and marked via Google Classroom.
- Homework is currently set in KS1 via Google Classroom.

Health and safety

Health and safety issues specifically in ICT include:

- Care is taken to ensure all leads and cables are stowed safely and securely.
- Children are taught the correct way to handle and carry the laptops.
- Nothing is placed or stored on top of the monitor's ventilation grills.
- The children are shown how to use portable equipment, such as the digital cameras and iPads responsible.
- Electrical appliances are tested annually by PAT tester.
- Children are taught safety issues regarding the classroom projectors e.g not looking directly into the light. (See Health and Safety policy)
- Staff members should move laptop trolleys in pairs.

Internet and e-mail acceptable use

- All children have a gmail address for use with Google Classroom although they do not have access to the email feature.

• All members of staff have read and signed a copy of the Internet and e-mail acceptable use policy.

• Guidelines for acceptable use of the internet and e-mail are clearly displayed in the staff workroom. (See Internet and e-mail acceptable use policy)

Equal opportunities

• All children regardless of ability are entitled to be offered a Computing curriculum applicable to their individual needs. We ensure this by giving all children equal access to the Computing curriculum and by using software with different levels of access, specialist hardware and additional adult support where necessary.

Resource management

- A current list of resources is available in Appendix 1 and a current list of software is available in Appendix 2. Copies of these are kept on the door of the Computing cupboard in the staffroom.
- Help sheets are stored electronically for easy access and paper copies are available.
- All software licenses are located in the Computing co-ordinators file. All software is used in strict accordance with the license agreement.

Role of the Subject Leader

The Subject Leader's role includes:

- Ensure that a suitable scheme of work is in place.
- Monitor and evaluate the implementations of the schemes of work, ensuring progression in and continuity of Computing skills.
- Promote the integration of Computing
- Encourage and support colleagues – Any questions or support needed for curriculum support should be directed to the ICT coordinator. Technical problems are written in the technician's book which can be found on top of the small ICT cupboard near the main entrance.
- Coordinates the evaluation and review of the school's Computing policy
- Keeps up to date with new developments in hardware and software.
- Liaise with Partnership Education to ensure that any technical issues are resolved quickly and that hardware and software is kept up to date.

Community links

- The school website promotes school and community links. This contains newsletters, updates and other communications. Staff are encouraged to add photographs and class information. The website is updated regularly. Any information that needs uploading to the website is to be saved on the Google Shared Drive. It will then be uploaded by the Computing coordinator and Elaine Wild in the office.

Reviewed: Autumn 2024

Review Date: Autumn 2026