



Policy title: Computing Policy 2024
Date: September 2024

Our Vision

"Together we Sparkle and Shine" is the vision for our school and this principle underpins all the work of the school.

We aim to create an outstanding, caring school community where everyone is valued and developed to their full potential as individuals, learners and as members of communities where they will play a part now and in their future lives.

Our Values

These are the following key values that underpin all the work of the school;

- Kindness
- Respect
- Honesty

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1. Purpose of the policy

The use of Computing is an integral part of the National Curriculum and is a key skill for everyday life. Computers, Ipads, programmable toys, Beebots, digital and video cameras and interactive whiteboards are but a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Carrington Infant School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to become computing proficient. All computers are networked and linked to the Internet.

2. Subject Vision

At Carrington Infant School our vision is to provide high-quality computing education which equips children with the skills, knowledge, computational thinking for an ever changing digital world. By the time they leave Carrington Infant School, children will have gained key knowledge in both concepts and skills in the three main areas of the computing curriculum:

a. Computer science (programming and understanding how digital systems work)

b. Information technology (using computer systems to store, retrieve and send information) and

Digital literacy (evaluating digital content and using technology safely and respectfully).

E-safety is at the heart of all computing lessons and children will be explicitly taught how to stay safe online and when using all kinds of technology. The objectives within each strand support the development of learning across EYFS and Key Stage 1, ensuring a solid grounding for future learning and beyond. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our vision is that Computing also supports children's creativity and cross-curricular learning to engage children and enrich their experiences in school

3. Aims and Outcomes

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 work
- Has the flexibility to meet the individual needs and abilities of each pupil
- Provide a relevant, challenging and enjoyable Computing curriculum for all pupils.
- Meet the requirements of the National Curriculum programmes of study for Computing.
- Use computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use Computing throughout their later life
- To enhance learning in other areas of the curriculum using computing.
- To develop the understanding of how to use computing safely and responsibly.

4. Teaching and Learning

The Teach Computing Curriculum has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences. As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies which support making computing topics more accessible. The school is aware that not all pupils have the same access to computers at home and this is considered by staff in the planning and delivery of the curriculum.

5. Curriculum Overview

Early years

In EYFS children will have access to a wide range of technology to support their learning journey. The children have the opportunity to use a class computer, programmable toys and recording devices. During the year, as they gain confidence and start using the laptops to access software developing their skills and knowledge. Key Stage 1 (by the end) 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.

The pupil's entitlement to Computing is based upon the Programmes of Study for Computing as defined in the 2016 National Curriculum. At Carrington Infant School we follow the National Centre for Computing Education's scheme of work – Teach Computing.

It consists of the following units.

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Teach Computing Curriculum overview

Brief overview

	Computing systems and networks ¹	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	Technology around us (1.1)*	Digital painting (1.2)	Moving a robot (1.3)	Grouping data (1.4)	Digital writing (1.5)	Programming animations (1.6)
Year 2	Information technology around us (2.1)	Digital photography (2.2)	Robot algorithms (2.3)	Pictograms (2.4)	Making music (2.5)	Programming quizzes (2.6)

6. Cross curricular Links

At Carrington, we are all aware that IT and computing capability should be achieved through core and foundation subjects. Where appropriate, IT and computing should be incorporated into schemes of work for all subjects. IT and computing should be used to support learning in other subjects as well as develop IT and computing skills.

7. Assessment and Learning

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in the lesson plan from the Teach Computing Scheme and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. The learning objective and success criteria are introduced in the slides at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

Observational assessment is encouraged while pupils are still developing their literacy skills. We believe that this is the most reliable way to capture an accurate picture of learning. Observing learning to capture summative assessment data of KS1 pupils, we use the success criteria in each lesson and capturing some of the following while the lesson is taking place:

- The work that pupils complete (marking)
- Notes on conversations or discussions that you have or hear during an activity
- Photographs of the work that pupils produce during an activity
- The pupils' self-assessments at the end of the lesson

Learning is captured using our Class Dojo app. Each year group posts pictures and videos of their learning each week, as well as pupil voice. At Carrington Infant School we use PITA (point in time assessment) for a sample group of children who are tracked on Target Tracker using our skills/knowledge tracker. Any children working below age expected standards are noted and discussed at pupil progress meetings. Teacher assessments, including the end of year level achieved, are

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reported to parents in the annual reports, and assessments are passed on to the next class teacher.

8.Resources

- The school has a wide range of resources to support the delivery of the Computing curriculum.
- The Computing subject leader keeps up to date with new technologies and reviews the school's provision, as well as maintaining the existing resources in partnership with the school's technology support provider, JSL.
- Hardware and software faults are logged by the class teacher using our online ticketing system.
- Governors and senior management ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Specialist visiting workshops in Online Safety are also provided to the pupils on an annual basis, so children are trained in keeping safe online at every stage of their learning.

9.Roles and Responsibilities

Computing is taught weekly by Class Teachers. The Computing subject leader manages this area of the curriculum in line with our job description for subject leaders

10.Inclusion

We believe that all children have the right to access IT and computing. At Carrington Infants we plan to provide for all pupils to achieve by ensuring that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to IT and computing and all staff members follow the equal opportunities policy. Resources for SEN, EAL and gifted & talented children will be made available to support and challenge appropriately.

11. Monitoring and Review

Health and safety:

The school is aware of the health and safety issues involved in children's use of ICT and computing.

- All portable electrical equipment in school is tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school.
- Damaged equipment should be reported to subject leader or business manager who will arrange for repair or disposal.
- Children should not put plugs into sockets or switch the sockets on.
- Trailing leads should be made safe behind the equipment.
- Liquids must not be taken near the computers

Online safety:

- A progressive online safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- We believe it is vital to teach Online-safety as part of the Computing curriculum. This is embedded into each unit by the class teachers through planning.
- Use of ICT and computing will be in line with the school's 'acceptable use policy'. All staff and children must sign a copy of the schools AUP. Parents will be made aware of the 'acceptable use policy' at school entry.
- All staff will follow the guidelines in the Internet and E-Mail Policy.
- All pupils will be aware of the school rules for responsible use on login to the network and will understand the consequence of any misuse.
- The school supports the international Safer Internet Day each February and provides opportunities for pupils to consider cyberbullying as part of Anti-Bullying week in the autumn term.
- Opportunities are taken whenever possible to reinforce messages of a healthy life style.
- Internet access within school is protected by the LA Firewall and Filtering system. The risks of Internet use are still present.
- The computing coordinator in partnership with the school's technology support provider, JSL will be responsible for regularly updating anti-virus software.
- The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.

Software

Under no circumstances are any staff allowed to bring software into school to use. A site license is needed before any software can be used on our computers. These are in place for all items of software the school has purchased.

Staff also cannot copy any software that belongs to school.

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Data Protection:

All staff will ensure all data is stored in appropriate files/ areas on server so that is accessible only by those who have access rights

Copyright:

Carrington Infant School has 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.

Review:

The Head teacher, Staff and Governors will be responsible for reviewing this policy regularly in the light of new directives or changes of policy.