



Computing Policy

Date reviewed: July 2022 **Next review:** July 2024

Introduction:

This policy expresses the school's purpose for the teaching and learning of computing. It sets out the aims, planning of the curriculum and assessment and monitoring.

Intent:

At Clarendon Infant School our aim is to provide a high-quality computing education which is fully inclusive and accessible to every child. We aim to equip the children to become digitally literate in order to participate in the rapidly changing world where work and leisure are increasingly transformed by technology.

Our teaching allows the children to gain secure knowledge and skills which will encourage them to use ICT to develop ideas, express themselves, solve problems and become computational thinkers. Computing skills allow children to become confident, creative and inquisitive learners who are able to be critical and challenge themselves. Online Safety is at the core of our computing learning.

During their time at Clarendon Infant School children will have a range of computing experiences using a range of ICT equipment as well as 'unplugged' computing activities. They will create content to share with their peers and others, as well as using ICT to enrich their topic based learning.

Our aim is to build the foundations of these skills through EYFS to the end of KS1 to a suitable level for preparation for KS2 and looking even further for the future workplace and as active participants in a digital world. Throughout the computing curriculum we aim to foster our key values of pride, respect and success.

Curriculum coverage and progression:

- Planning for computing is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Planning will take into account differentiation and progression, developing skills and knowledge through a broad and balance curriculum. It will be updated and altered as appropriate to the needs of our learners and as ICT use changes. It will demonstrate coverage and progression of the attainment expectations at the end of Key Stage 1 as identified in the Computing Programmes of Study.
- Online safety is developed through PSHE, ongoing class work and discrete computing lessons and builds the skills and understanding of digital literacy.
- Opportunities for technology as a tool to support learning and teaching in all areas are identified in curriculum planning as appropriate

Assessment:

- Assessment will be in line with school assessment policy.
- Assessment is used by the class teacher and teaching assistant during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.
- Information is shared with the school community through the school website, display, celebration events, newsletters and end of year reports as appropriate.

Early Years:

- Pupils build confidence to use technology purposefully to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using technology indoors, outdoors and through role play in both child-initiated and teacher-directed time.

Online Safety:

- A progressive online safety curriculum ensures that all pupils are able to develop skills to keep them safe online.
- Opportunities for learning about online safety are part of PSHE as well as computing and are reinforced whenever technology is used.
- Clear rules for computer use are agreed by each class at the beginning of every year.
- Parents/carers and where appropriate pupils sign Pupil Acceptable Use Policy when a pupil first starts at the school.
- The school supports the Safer Internet Day each February.
- Opportunities are taken whenever possible to reinforce messages of a healthy lifestyle.
- The school has an Online Safety Policy in place that details how the principles of online safety will be promoted and monitored.

Monitoring:

- The impact of the computing curriculum will be monitored by the Computing Lead through pupil discussion, learning walks and discussion with teachers.
- Systematic monitoring of all threads of computing will inform the subject leader and Computing Action Plan.
- The Computing Lead will conduct regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in computing can be part of individual teacher's performance management plan.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for computing.
- Computers and related technology are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEND pupils are met.
- 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.

Resources:

- The school has a range of resources to support the delivery of the computing curriculum, the Early Years Framework and learning across all areas of the National Curriculum.
- The Computing Lead 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.
- The Computing Action Plan will express the school's priorities for future expenditure and is reviewed by the Computing Lead, Governors and Leadership Team who consider its impact on all learning.
- Governors and the Leadership Team ensure that they achieve value for money by implementing the principles of best value in evaluating, planning, procuring and using technology.
- Old resources are disposed of in line with the school's GDPR Policy where this is applicable.

Roles and responsibilities:

- The school community works together to ensure the implementation of the computing policy.
- The Computing Lead is responsible for monitoring curriculum coverage and the impact of learning and teaching; and assists colleagues in its implementation.

- Subject leaders in other curriculum areas are responsible for recognising the links between computing and English, mathematics, science and foundation subjects; and planning to use these to support learning across the school.
- Governors may include computing in their learning walks around the school.
- The class teacher is responsible for delivering an effective computing curriculum and integrating this into their planning for other subject areas where this is appropriate.
- The school receives technical support from an external company and the technician is responsible for the maintenance of computers, printers, the school network and keeping software up to date. The Computing Lead liaises with the technician to ensure that the systems are running efficiently.

Health and safety:

- Age appropriate computing rules are displayed in the learning environment.
- Equipment is maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for technology equipment.
- Further guidance can be found in the school's Health and Safety Policy.