

Waterthorpe
Nursery Infant school



Computing Policy

April 2017

Approved by: Curriculum Committee

Date: 11th December 2017

Next Review Date: Summer 2020

Introduction and Definition

In this context Computing is regarded as being the collecting, handling and processing of information using electronic devices. Electronic devices may include computers, computer peripherals, tape and video recorders, telephone, fax, programmable devices, the Internet, local intranets, E-mail, video and desk top conferencing.

Statement of Intent

Our aim for Computing within our school is to attempt to give all children the opportunity to develop essential skills and awareness, thereby creating greater equality. The children will be given opportunities to apply these skills in their study of National Curriculum subjects at their appropriate level to help give a broad and balanced curriculum.

Rationale

Computing is one of the fastest developing and most essential areas of modern life and all children and teachers should be entitled to develop as much knowledge and expertise in it as possible for their own future and that of our society.

Aims

The aims within our school for learning through Computing are to:

- Develop confidence in Computing
- Develop skills across the whole range of Computing as a tool for learning and investigation
- Develop competence in Computing, which will extend across the curriculum and into the child's present and future lives
- Encourage problem-solving skills
- Develop collaborative skills and improve communication skills
- Develop an awareness of the uses (and limitations) of technology and appropriate applications
- Develop the ability to make informal choices
- Develop an awareness of how to stay safe when using the Internet (through access to the E-Safety policy)

Curriculum

The Headteacher is responsible for ensuring the existence and implementation of a Computing policy. The Computing subject leader is responsible for supporting the everyday implementation of the policy with reference to the following areas:

Resources -	organising resources, ensuring the safety of equipment, co-ordinating its purchase and maintenance
Staff Support -	arranging in-service support, providing advice on an individual and whole school basis
Co-ordination - Monitoring &	ensuring that Computing is approached consistently throughout school monitoring and reviewing Computing practice and provision in

Review conjunction with staff
External Liaison - keeping up to date with the use of Computing in the curriculum, liaising with the Local Authority advisory service, other agencies and other schools

The National Curriculum objectives are planned and covered across Key Stage One as part of Enhanced Provision in the classroom. In FS1 and FS2 it is planned and taught as part of Enhanced and Continuous Provision; the children have ongoing access to resources such as; talking books and telephones. Computing is also used across the curriculum as part of all subject areas and topics including English and Maths. The computer and other Computing resources are used as tools within the classroom. Children use many of the skills required in other learning areas and apply them to their work in Computing. We aim for all children throughout the school to have the opportunity of use a computer and other Computing resources on a regular basis either individually, in pairs or as a group. They will participate in differentiated experiences enabling them to work at their own level and pace.

We have a computer suite and classes can book sessions.

Support staff have also undertaken training in Computing and regularly work with children and teachers in the computer suite. Children with physical disabilities will have access to specialist equipment, if required, which enables them to access the Computing curriculum and use Computing in other areas.

Resources

We have a computer suite which is connected to the Internet through broadband. There is a firewall in place to minimise the possibility of children accessing undesirable materials. All other PCs are also connected to the Internet. All five classrooms and the nursery have at least one multi-media PC. These are linked to the colour printer in the staff workroom. Sets of programmable 'toys' are available for use in Foundation Stage and KS1.

We have an action plan for Computing with the School Improvement Plan/Single Integrated Development Plan. This identifies the resources to be purchased.

The school encourages parental participation in all subjects including Computing. Parents have access to a Curriculum leaflet, which gives them ideas on how to support their child with Computing at home. Some children regularly bring information found on the Internet into school to support their topic work, however, many children were found to have no access to computers outside school.

The school has electronic whiteboards/touchscreen technology within each KS1 and Foundation Stage 2 classroom as well as in the school nursery.

The school has a web site, which can be accessed at www.waterthorpeinfantschool.co.uk

The Local Authority 'google-mail' emailing system is used for emailing and all staff have an email address. All staff have access to Local Authority emails and information through a Microsoft Share Point 365 log in; this is used to access Sheffield School Point.

Other ICT Policies

We have an E-safety Policy, which has been agreed by staff and is located in our policy library.

Continuing Professional Development (CPD)

Computing holds a high priority for CPD of staff. Staff are encouraged to use non-contact time to explore the use of the computers and to develop their skills through the sharing of good practice. Staff meeting time is also set aside for this periodically. One of our School Office Clerks attends regular Sims training sessions and the Sims user group each half term.

Assessment, Recording and Reporting

Assessment in Computing is in line with the whole school assessment policy. There is continuous assessment by the teacher through observation, questioning and listening. In Key Stage One, there are also assessment grids which are completed by teaching staff each half term, which are then used to track progress across the two year groups.

Administration

The Computing subject leader has a portfolio, which shows some examples of assessments in Computing. Assessments in Key Stage One are undertaken each half term and records are kept of these. The Computing leader then scrutinises planning and pieces of work for quality, progression and continuity and reports back to staff.

Review and Evaluation

This document will be reviewed in Spring 2020.

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Computing	03/04/17

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Curriculum Committee members
<p><u>What are the aims of the policy or project?</u></p> <p>To:</p> <ul style="list-style-type: none"> • Develop confidence in Computing • Develop skills across the whole range of Computing as a tool for learning and investigation • Develop competence in Computing, which will extend across the curriculum and into the child's present and future lives • Encourage problem-solving skills • Develop collaborative skills and improve communication skills • Develop an awareness of the uses (and limitations) of technology and appropriate applications • Develop the ability to make informal choices • Develop an awareness of how to stay safe when using the Internet (through access to the E-Safety policy)
<p>Who is the intended customer/service user of this project or policy?</p> <p>Staff and Pupils</p>
<p><u>What are the desired outcomes from this project or policy?</u></p> <p>To provide a clear approach to the learning of Computing</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</p> <p>Curriculum, Equal opportunities, E-Safety, Safeguarding</p>

What are the racial, disability and gender equality implications of the policy or project? To ensure that all groups are given equal opportunities to access this area of the curriculum	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence?	The policy ensures access to all groups. Disabled children have special priority in accessing technology to support their learning.
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	
Action to take	
If you have indicated there is a negative impact, can it be justified?	N/A
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	N/A
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:	
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)	
Signed (Person completing the form): 	Date: 03/04/17