PARKLANDS INFANT AND NURSERY SCHOOL

Computing Policy

Approved by the Governing Body of Parklands Infant & Nursery School

Mrs S Evitts (Chair of Governors)

Parklands Infant and Nursery School
Computing Subject Policy

Section 1: Introduction to the Policy

Purpose
The purpose of this policy is to describe our practice in Computing and the principles upon which this is based.

Aims
This policy sets out to ensure consistency in the teaching and learning within Computing across the school. This is to ensure that pupils are equipped with the ability to become logical computational thinkers, to develop key IT skills and most importantly, to be able to keep themselves safe online.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.

Consultation
The policy was put together by the Computing Leader in consultation with teaching staff, pupils, parents/carers and school governors.

Intent
At Parklands, we believe that computing is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing has become a significant part of everyday life and we hope to prepare our children for a future in an environment shaped by technology. Through the study of Computing, we endeavour to provide our children with a wide range of skills, knowledge and understanding that will equip them for the rest of their life. We aim to provide them with skills to transfer and enrich every curriculum area and most importantly we prepare our pupils to keep themselves safe in the ever-changing, digital world.

Implementation
In Key Stage 1 the children will learn to understand what algorithms are and how to use them by giving precise, unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to 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. Our children in Early Years provision will also be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world. Each of these skills will be taught as part of our enquiry based curriculum and through our 'Safe' Parklands Person.

Impact
After the implementation of the computing curriculum, children at Parklands will be digitally literate. Children will be equipped with the skills and knowledge to use technology effectively but most importantly – safely. We want our children to be aware of how to keep themselves safe online.

Section 2: Procedures and Practice

Roles and Responsibilities

The Computing leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice through which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The Computing leader also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. Individual teachers are responsible for the day-to-day planning (in consultation with the Computing leader), delivery and assessment of the Computing curriculum.

The governor for Computing is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Filtering and Monitoring

Filtering and Monitoring is in effect on school devices and our school network. Staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

Section 3: Aspects

Promoting SMSC and Fundamental British Values through Computing

Through computing, we promote pupils' spiritual development by experiencing wonder at the power of the digital age and the internet. We help children to understand the advantages and limitations of technology, and we promote pupil's moral development by exploring moral issues surrounding the use of data and consider the benefits and potential dangers of the internet e.g. online cyberbullying.

We promote pupils' social development by making links with others through the internet and by highlighting ways to stay safe online, particularly when using online services and social media.

We promote pupils' cultural development by using the internet as a research tool, allowing children to access other countries, cultures and religions at the touch of a button. We help children to look at technology as a major human achievement and explore the creativity behind it and the sense of awe and wonder that we are left with as a result.

Democracy is promoted across Parklands and through computing, staff are able to promote pupil voice when discussing online safety, encouraging pupils to recognise the different choices that they are presented with. The rule of law is explored by looking at online safety, ensuring that children have the ability to recognise that rules are there to keep them safe and that their actions have

consequences. Through individual liberty, pupils develop an awareness of the fact that they have the right to access new and evolving technologies and that a range of different technologies is available to them. Mutual respect and tolerance is promoted in computing through the use of technology as a research tool, allowing children to access and find out about different cultures, celebrations, faiths and beliefs from their classroom. Team work is also promoted through small group work activities.

Protected Characteristics through Computing

Children are expected to demonstrate the behaviour and attitudes of a 'Parklands Person' in their Computing lessons. The curriculum is planned and delivered so that children develop age-appropriate knowledge and understanding. The Computing curriculum promotes equality and pupils' understanding of the protected characteristics.

Planning

In KS1, the following activities are delivered in sequence to enable creativity based on increasing confidence and competence within IT and Computer Science and Digital Literacy:

- Creation of digital media projects
- Effective communication using computing technology
- Conducting research projects
- Handling Information
- Programming and control
- Understanding technologies.

At Parklands, our children develop computing skills through both adult focussed activities and within the daily continuous provision. Children have access to games and programmes on the Interactive boards, iPads for individual use of games and painting programmes, and we have a range of programmable toys (bee-bots) for independent exploration into learning about coding. Adults staffing our continuous provision show children how to use a range of resources effectively and encourage them to further increase their knowledge and skills. We also demonstrate how technology is used by encouraging the use of search engines to find out answers to their questions and to watch videos and play music.

Parent Partnership

The school website gives an overview of the computing curriculum which is available for parents to access. Much of the software we use is commonly available which means children can continue their learning at home and teachers often display useful websites/apps on their class pages as part of the learning challenge curriculum. In line with child protection and safeguarding procedures, parents are invited to an internet safety workshop each year and information with regards to online safety is also available on our website.

Inclusion for those with Special Educational Needs and Disabilities (SEND)

It is our policy to ensure that all children, regardless of race, need, class or gender, should have the opportunity to develop computing skills. We aim to respond to all

children's needs and overcome potential barriers for individuals and groups of children by:

- Providing opportunities for our children who do not have access at home to use the school iPads/Internet to develop independent learning, computer science, information technology and digital literacy.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Overcoming barriers to learning through the use of assessment and additional support.
- Developing and supporting those with communication or language difficulties by developing computing skills through the use of all their individual senses and strengths.

Assessment

Assessment trackers are used in Key stage 1. Class teachers collect data, assessing if children are working below, at or above the expected levels in the three key strands: Computer Science, Digital Literacy and Information Technology. As appropriate, teachers provide support and identify specific next steps in learning for target individuals or groups of learners. Marking and responding to feedback– see whole school marking policy.

Monitoring

The Computing leader will monitor the quality of teaching and learning in computing. All findings will be fed back to all staff and next steps will be identified to ensure the ongoing development of the subject across the school.

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for Computing is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Other Documents

The Computing policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, online safety and acceptable use, and child protection and safeguarding.

Governor Approval and Review Dates

The policy is to be reviewed annually.