Folly Hill Infant School

COMPUTING POLICY
Curriculum Suite
Signed ……………………………………… Chair of Governors

Signed .…………………………………….. Headteacher

Date: Autumn 2020

Review Date: Autumn 2021

Our vision for each child:

To provide a nurturing environment in which all children can experience the joy of learning so that they become confident life long learners and responsible citizens

AIMS AND OBJECTIVES

We believe that Computing provides a stimulating and powerful tool for learning, teaching and communication. Computing prepares children for a rapidly changing world in which work, and leisure activities are increasingly transformed by access to varied and developing technology. Children should learn to use Computing confidently to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Computing provides access to ideas and experiences from a wide variety of people, communities and cultures. It has enormous potential to support and enrich the whole school curriculum.

Through their learning children are enabled to

* be confident in their approach to Computing

* be aware of the many uses of Computing in their world

* gain and develop a wide range of Computing skills

* access a wide range of Computing applications and resources in and out of school

* use Computing to support and extend their learning across the curriculum

* use Computing creatively, confidently, discriminately, safely and appropriately

* become enthusiastic and flexible life-long learners

All Staff will also be encouraged to continue to develop their own Computing skills and to promote and use Computing creatively across the curriculum. Our pupils are digital natives and respond to teaching delivered in an exciting and innovative way.

End of Key Stage 1 Expectations

By the end of Key Stage 1 children will be able to:

* identify everyday uses of Computing in and out of school including telephones, remote control and programmable devices

* use a CD player, PC, laptop computer, tablet, Interactive Whiteboard, floor robot.

* explore and select information from a range of sources (e.g. the Internet, Espresso, video,)

* enter, retrieve and store information

* organise and classify information and present their findings

* generate, amend and record their work across the curriculum and develop and share their ideas in different forms including text, tables, images and sound

* write simple coding to plan and give instructions to make things happen and describe the effects (eg program a floor robot or screen turtle)

* try things out and explore what happens in real and imaginary situations (eg using an adventure game or simulation)

* talk about their experience of Computing both inside and outside school

* use Computing confidently and enthusiastically for work and pleasure

LEARNING and TEACHING

The Scheme of Work for Computing comprises elements from Understanding the World in the Early Years Foundation Stage and the New National Curriculum Programme of Study. Computing may be taught in discrete lessons as linked, blocked or continuing units of work. Computing skills are also developed alongside other areas of the curriculum. A range of teaching strategies may be employed including:

* demonstrating to the whole class or group using the IWB

* individual or paired work with a PC, tablet or laptop

* collaborative group work

* encouraging children to demonstrate a new skill to others

* using floor robots

Children will be given frequent opportunities to acquire and develop Computing skills in groups, in pairs or individually with a teacher, a Teaching Assistant or classroom helper. Computing skills and resources will be used extensively across the curriculum.

THE EARLY YEARS FOUNDATION STAGE

The learning of Computing in the Early Years Foundation Stage is related to the objectives set out in the Early Learning Goals which underpins the curriculum planning for children aged zero to five. Computing learning is part of 'Understanding the World'. By the end of EYFS most children should be able to:

- Recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.

We give children a broad, play-based experience of computing in a range of contexts. Our environment features computing scenarios based on experience in the real world, such as in role play. Technology such as iPads and interactive whiteboards are readily available in continuous provision.

SPECIAL NEEDS/ GIFTED AND TALENTED

Special attention should be given to children with Special Educational Needs to ensure that work is at an appropriate level. Teachers will ensure that they match work to differing levels of Computing capability as well as children's ability and development, extending individual talents and supporting those who need to make progress in smaller steps. Computing has a valuable role to play in motivating less able pupils and gives talented children the opportunity to learn and to present their work in an innovative way.

EQUAL OPPORTUNITIES

All pupils will have opportunities to develop their own potential in all areas of Computing. Teachers will need to be sensitive to religious and cultural differences when planning Computing activities.

BUDGET

Funding will be allocated to Computing as appropriate in accordance with the needs of the current School Development Plan. Financial planning will include allowances for updating and maintaining digital resources and responsible disposal of outdated equipment.

RECORD KEEPING AND ASSESSMENT

Pupils in Year 1 and Year 2 will normally be continually assessed and achievement assessed after each Unit of Work. Progress against the Early Years Foundation Stage Development Matters and Early Learning Goals is regularly recorded in the Early Years Foundation Stage Profile. Children's attainment is measured against expected levels in Key Stage 1 and levels are compared from one year to the next. Children are encouraged to take part in their own assessment.

RESOURCES

Each classroom has an Interactive Whiteboard and access to a PC. There is an additional PC in Starlight Class and a printer is connected remotely to the classroom PCs for colour printing. The

classroom PCs are connected remotely to the photocopier for printing. Two secure trolleys house thirty laptops, fifteen IPads and two android tablets. All computers including laptops and tablets have a range of installed curriculum software. Additional Computing resources are stored in the classrooms, including CD players and visualisers. An additional laptop and an iPod dock is also available for use alongside the sound system in the Hall. The Bee Bots and a supply of rechargeable batteries are stored in the central area between Moonbeam and Sunshine classes and the mats to be used with them are stored in Rainbow Class. The Subject Leader ensures that there are adequate resources to support the delivery of the curriculum and that these are up to date. A visiting Computing Technician ensures that all PCs are in working order and that out-of-date equipment is disposed of in an environmentally-friendly manner.

HEALTH AND SAFETY

Children are taught how to use Computing equipment appropriately and safely. Teachers ensure that children do not spend extended periods sitting at the computer. Monitors have been lowered to a suitable height to avoid neck strain. All electrical equipment in school is subject to a regular safety check. The E-Safety Policy gives details of how the Internet is filtered and its use monitored in class, and parents receive a copy of this.

MONITORING AND REVIEW

The Computing Subject Leader will monitor the standards of children's work and the quality of teaching in Computing through lesson observation, work sampling and pupil interviews. She will evaluate current strengths and areas for development in an annual review. She will attend relevant courses, keep colleagues informed about current initiatives and developments and lead school-based INSET where necessary. All teachers will be encouraged to evaluate their own Computing capability and identify areas for future CPD.