Purbrook

Infant School

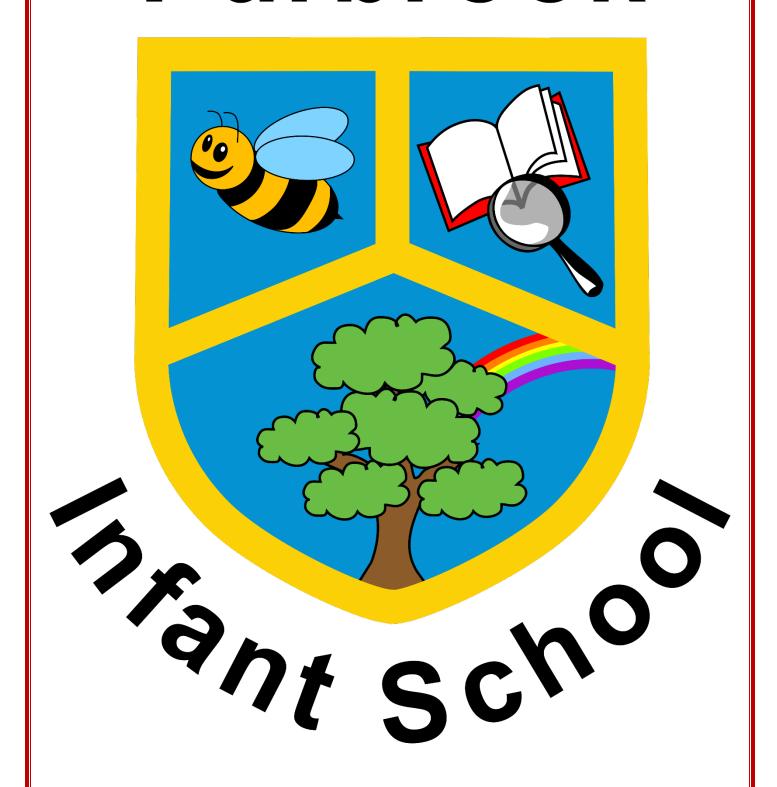## Computing Policy

Statement

At Purbrook Infant School we are committed to preparing our children for the political, economic, technological and social developments of an ever-changing world. We seek to respond to this challenge by updating our technological resources to ensure they are suitable for meeting the demands of the 21st century. We believe that computing can give pupils immediate access to a rich source of materials and can present information in a way which, engages, motivates and enthuses pupils. The computing curriculum offers opportunity for effective group working and can also support the individual needs and abilities of each pupil. Creative and imaginative teaching through the use of technology and planned learning opportunities across the curriculum promotes enthusiasm, independent learning and will encourage the development of the computing skills children will need in their adult lives including knowledge of how to keep themselves safe on the internet.

Aims

- to enable pupils to explore computing and use it to achieve specific outcomes in the core subjects of the National Curriculum and across all other areas of the curriculum as appropriate
- to encourage pupils to use computing skills to develop their ideas and to record and present their work
- to ensure pupils gain experience in, and become familiar with, a wide range of computing tools, information sources, hardware and software
- to provide all pupils with opportunities for both collaborative and independent learning
- to respond to new developments and technological advances
- to teach pupils to use technology safely and responsibly.
- to equip pupils with the confidence and skills to use computing throughout their lives

Implementation

- the school acknowledges the need to continually maintain, update and develop its resources. When investing in new equipment the school will research to ensure that the equipment purchased will effectively deliver the strands of the national curriculum, and support the delivery of the computing curriculum across the school. (Teachers are required to inform the Computing Co-ordinator or on-site technician of any faults as soon as they are noticed.)
- computing is regularly incorporated into the planning of many areas of the curriculum. The outcomes of this planning relate to the computing skills taught. Planning is designed carefully so that any curriculum topic studied will be enhanced by the application of the newly learned computing skills. Careful consideration is taken to ensure the use of computing technology is relevant and purposeful

- specific computing skills are taught, as outlined in the Computing National Curriculum. The school has a scheme of work in place, which details the progression of skills from the reception Year R to Year Two, and it has clear end of year expectations. These skills are based on the "Technology" aspect of "Understanding the World" as detailed in the Early Years Foundation Stage Curriculum and the Computing National Curriculum for KS1 (KS2). Guidance is provided on how to develop children's skills, increase their confidence and challenge individuals so that every child has the opportunity to make good progress. The skills are taught through projects ranging in length from two to eight weeks, enabling pupils to develop and build on learning in different situations over an extended period of time.

Teachers employ a wide range of strategies to deliver their teaching and learning through computing. These include:
- demonstration by the teacher, other adults or a child/children
- opportunity to work collaboratively in pairs or in groups
- individual work

- class discussions of shared experiences gained from use of computing technology i.e. paintings by an artist
- opportunity for children to explore and experiment with a variety of technologies without intensive teacher input, encouraging independence and combatting learned helplessness

Each class is allocated at least one session per week in the ICT suite. Some additional sessions may also be planned using laptops or iPads. The school has a class set of thirty iPads which have access to the internet throughout the school environment. Each classroom has an IWB and a computer.

Teachers should explore the full range of computing resources in addition to teaching and learning via standard computers. (Peripheral hardware such as cameras, Easi-Speaks, Bee Bots,Talk Tins etc.) Children should be given time to explore these and the correct computing terminology should be modelled regularly in relation to all these resources.

Assessment
Children's confidence, progress and level of independence in applying computing skills are assessed by the class teacher at the end of each year against set criteria. This assessment is used to inform future planning and to ensure children continue to be challenged and motivated in their use of computing technology.

Assessment is ongoing during lessons and at end of each project. Over the course of the year teachers will assess one piece of work for each child in the following areas identified within the computing planning: Information Technology, Digital Literacy and Computer Science. Children's understanding of E-Safety will also be regularly assessed. Examples of such work may be kept or stored in their personal documents folder. The Computing Co-ordinator will monitor the progress and development of skills throughout the school by periodically requesting access to the work of three children from each class.

Monitoring and evaluation
The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, work scrutiny or by evaluating data. The subject leader is also responsible for supporting colleagues in the teaching of computing, by being informed about current developments in the subject and updating colleagues where appropriate. They are also expected to provide a strategic lead for the subject in the school.

Linked policies
Health and Safety
E-Safety Policy
Equality Policy
Teaching and Learning
Assessment Policy
Curriculum Subject Policies