



Hamp Nursery & Infants' School

**Computing
Policy
2019/20**

Introduction

This document is a statement of the aims, principles, strategies, and procedures for the use of Computing Technology throughout the school.

Computing contributes to the school curriculum by preparing all our children to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on computing. The subject develops pupil's information skills, including the ability to use information sources and Computing tools to help them find, explore, develop, analyse, exchange, and present information and to support their problem solving, investigative and expressive work. The use of Computing significantly enhances teaching and learning in other subjects by enabling rapid access to knowledge, information, and experiences from a wide range of sources. The use of Computing throughout the curriculum encourages critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork, and reflection.

Aims

Through the use and teaching of Computing the school aims to:

- Ensure pupils enjoy using a variety of Computing resources and use technology imaginatively to widen learning opportunities.
- Meet the requirements of the Revised National Curriculum in Computing 2014 and the EYFS (Knowledge & Understanding of the World: ICT) as fully as possible and enable all children to reach the highest possible standards of achievement.
- Enhance and support teaching and learning across all areas of the curriculum
- Allow children to develop specific Computing skills, knowledge and understanding as stated in the Computing Curriculum 2014.
- Ensure all staff and children alike understand the capabilities of Computing and become responsible, competent, confident, and creative users of computing.
- Allow staff to develop professionally by enhancing their teaching skills, management skills and administrative skills with the support of the senior leadership team and Computing lead.
- Promote Speaking and Listening by providing opportunities to discuss, explore ideas and solve problems.
- Ensure time is managed effectively and well-paced.
- Ensure pupils have a growing awareness of how technology is used in the world and the benefits it provides.

Principles for the teaching and learning of Computing

Speaking and Listening.

As set out in our aims we are committed to promoting speaking and listening by providing opportunities to discuss thoughts, outcomes and problem solving. Children are challenged to answer questions and think about the ideas and views of others. In order to support the development of vocabulary we will endeavor to teach and explain new words and phrases. We use STC (Somerset Total Communication) as a means to aid children's learning of vocabulary by joining pictures and actions with new words. These pictures are displayed with the words around the school.

Time Management

Teachers are to plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective. Administrative tasks should be kept to a minimum and children should be involved in all parts of the lesson.

Equal Opportunities

All children are entitled to equal access to all Computing equipment in order to develop their personal Computing capability. Teachers will keep records of computer use to ensure that all children are active and have equal access, regardless of gender, age and capability.

Relevance

Work planned for the children will be relevant to them and their lives. It will build on their existing skills and provide opportunities for them to develop new ideas.

Variety

Pupils will have the opportunity to participate in a variety of activities to learn to use Computing and apply these skills in a meaningful context. They will evaluate how Computing is used in everyday life compared with the way they use it in school. To provide the best opportunities for teaching and learning, provision should be made for

- Short directed activities to practice a specific skill
- Activities with a subject context to practice and develop skills previously learned
- Open ended activities which allow pupils to develop creativity
- Whole class discussion to allow reflection and evaluation on the use of Computing.
- Development of Speaking and Listening skills through discussion and sharing of ideas

Breadth and Balance

The updated Curriculum for Computing provides guidance on the skills and knowledge to be taught within each year group: with reference to the Somerset eLIM Wessex Computing Scheme of work for the following.

- Foundation Stage Basic Provision activities.
- Year One
- Year Two

However, teachers will plan to meet the needs of the individual using their assessment to inform their planning and as such, may be working at different levels within their class. Teachers will need to plan their work so that the relevant skills are taught and that they are practiced and developed during work in other subjects.

Cross Curricular Links

The nature of Computing as a tool means that there will be many opportunities for links with other subjects. Teachers will plan some activities, which emphasis the development of Computing capability and others, which support the subject being taught. Teachers medium term planning will show opportunities for teaching and learning using Computing in other curriculum areas e.g. Math: data handling tools, Art & Design (artwork based on famous artists.) Labelling diagrams/pictures (Literacy) etc.

Implementation

With Computing resources, it is essential that the organisation be such that there is an equality of access. This is achieved by adopting the following organisational strategy as appropriate to the activity being taught.

- Planning activities that allow sufficient time for all individuals to take part
- Regular timetabled use of the Computing equipment at the school. This includes the use of laptop computers, beebot floor robots, codapillars and tablets for each class.
- Effective teaching input (whole class, group or individual) to allow completion of task without further teacher intervention
- Planning short, time-limited, skills focused activities
- Working individually, in pairs or in small groups
- Maintaining Computing registers/task lists etc. to encourage individuals to complete tasks at appropriate times when equipment is available and to provide evidence of equality of access
- Allow opportunities for work to be printed for display or evidence

Acceptable Use Policy

The computer systems may be used by children to further their education and the staff to enhance their professional activities including teaching, research, administration, and management. Staff should not use the computers or the Internet/Email for their own personal use without express permission from the Headteacher. The school has an Internet access agreement which staff are asked to read and sign. Parents are also asked to sign an agreement to give permission for their children to access the Internet.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Hardware/ Software Policy

The installation of software or hardware unauthorized by the school, whether legitimately licensed or not is **expressly forbidden**. The technician or coordinator should carry out installation.

Faulty or broken machinery should be reported to the coordinator or technician via Soft Egg. Qualified personnel should carry out any necessary work.

Internet Access Policy Statement/E-Safety

E-safety forms part of this Computing Policy and all our other policies and e-safety rules/practices and procedures will therefore be followed by all staff and pupils at all times. (Further information regarding E-Safety procedures can be found in the separate E-Safety Policy.)

- All Internet activity should be appropriate to staff professional activities or the children's education.
- Access is limited to the use of authorised accounts and passwords which should not be made available to any other person.
- Activities that threaten the integrity of the school's computer systems or that attacks or corrupts other systems is prohibited.
- Users are responsible for all email sent and for contacts made that may result in email being received. Due regard should be paid to the content. The same professional levels of language should be applied as for letters and other media
- Use for personal financial gain, political purposes or advertising is excluded.
- Copyright of materials must be respected.
- Posting anonymous messages and forwarding chain letters is excluded.
- The use of the Internet, email, or any other media to access inappropriate materials, racist or any other offensive material is strictly forbidden.
- Staff should not access any form of social media at school.
- The use of memory sticks is prohibited to secure the network from outside security risks. Staff are encouraged to use Office 365 (Online web-based version of Microsoft Office) to access and save files of work.

Use of Portable Equipment

The school provides portable Computing equipment such as laptop computers, tablets, and digital cameras to enhance the children's education; these are also used by staff.

The same principles of acceptable use apply as in the previous two sections

- Equipment may be in the care of a specific individual, but it is expected that all staff wish to benefit from the use of a laptop computer and access should be negotiated with

the individual concerned. Any difficulties should be reported to the Computing Co-Ordinator and logged on Soft Egg for the attention of the technician.

- Certain equipment (e.g. digital blue camera and microscopes) is held by the Computing coordinator and may be lent out
- Equipment such as laptop computers can be taken offsite for use by staff in accordance with the Acceptable Use Statement and Internet Access Policy, provided that staff have signed a disclaimer accepting full responsibility for the equipment in their care and that **the equipment is fully insured from the moment it leaves the school premises**
- Equipment used in conjunction with a school-approved excursion does not require the signing of such a disclaimer
- Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned for school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it

Data Protection Act

Any individual has the right in law to view information held about him/her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted, and hard copies kept in the appropriate files in the care of the Child Safeguarding Protection Officer.

Care of Equipment

The Class Teacher is responsible for:

- All equipment being switched off at the end of the working day
- Computers being wiped clean with a soft damp cloth **when switched off** and covered with fabric when not in use (if appropriate)
- Teacher's Laptop computers should be stored securely in classroom cupboards. Pupils' laptop computers are stored in the laptop trolley securely. The trolley is kept in the school courtyard room. (The laptop trolley keys are stored securely in the school office.)
- Reporting technical faults to the Computing coordinator and record in the log notes on the Computer, which the technician has access to.
- Projectors should be turned off when not in use to prevent bulbs over heating
- Ensuring that laptops are all shut down correctly at the end of the lesson, leaving them ready for the next class.

Health and Safety

- Computers must be positioned in a safe and stable position.
- Computers can overheat and care must be taken not to pile things on top of them or to cover air vents
- Teachers are responsible for keeping the computers clean and dust free

- Computers are to be moved only if necessary. They will be disconnected and carried in separate parts or moved by two or more adults on a wheeled trolley
- Any hardware faults should be reported to the Head/Computing coordinator as soon as they become apparent. Equipment should then be labelled "Out of Use" and not used until it is made safe. Computing Technicians will be notified of faults via Soft Egg.

Role of the Computing Coordinator

The coordinator, working with the Headteacher, has the responsibility for the co-ordination of teaching of the Computing curriculum and monitoring continuity and progression.

The coordinator will offer support to colleagues when planning and assessing new units of work. Through some specific activities during the year it is hoped to gain parental interest and support. We will hold Curriculum Evenings where parents will be invited to see the resources and activities the children have access to in school. Furthermore, we organise a Computing curriculum day during the school year. The coordinator will keep up to date with Computing related initiatives and, as far as possible be a resource of computing knowledge for the school. Throughout the year, and as required, the Co-Ordinator will organise whole school training workshops, with the support from the Education Technology Advisor if necessary, to inform of any necessary updates or training that is needed.

Planning, Recording, Assessment and Monitoring

Planning

Each year group must provide separate long term, medium term, and weekly plans for Computing according to the school's planning policy. These should reflect the Computing Curriculum 2014 learning activities and clearly identify computing learning objectives. Staff currently use the Somerset eLIM Wessex scheme of work units for Computing. Exemplification planning has been distributed to staff and is used as a base for planning lessons. They need to be differentiated and adapted according to the needs and ability of the class. Staff have been advised by the computing lead to frequently check the elim website for units of work to look for updated links and resources.

The schemes of work are organized into five strands: Programming, Technology in our lives, Multimedia, Handling Data and E-Safety. The elements of Computing Science are taught discretely through programming and technology in our lives and key skills are taught within the threads of Multimedia and Data Handling.

Staff should also identify where Computing is being used to support other subjects within that subjects planning. Planning should be submitted to the Headteacher every half term.

Assessment

Children shall be assessed, according to the assessment criteria set out in the scheme of work at the end of each unit of study. There are 'I can' statements for each year group that should inform assessment. Formative assessment during lessons made by teachers and teaching

assistants will be used to inform planning. In addition, children shall be assessed against National Curriculum levels at the end of each academic year.

Recording

Evidence of work should be recorded in children's topic books. This could be in a variety of forms i.e. written work, drawings, photographs, and comments.

Reporting to parents is done informally during parental consultations. An annual written report is provided which will focus upon attitudes of the child to Computing, skills and competence in a variety of applications.

Monitoring

The Computing lead conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. The impact of the computing curriculum is monitored yearly by the Computing Lead through discussions with teachers, samples of work and lesson observations. This monitoring will inform the Computing leads action plan.

This policy was adopted on By

Signed Print Name

Position Held.....