

# Glendale Infant School

## Computing Policy

### Rationale

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Glendale Infant School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

### Aims

- Develop, enhance and apply computing skills in all areas of the curriculum.
- Broaden their understanding of the effects of the use of technology.
- Develop confidence and capability to use computing throughout their later life.

### Early Years

While technology is no longer a separate Early Learning Goal computing still occurs in Reception as computing is not just about computers. Children will have experiences using a range of technology for a variety of purposes in both child-initiated learning and adult led activities.

- Children to experience a broad, play-based experience of computing in a range of contexts, including outdoor play.
- Learning environment should feature computing scenarios based on experience in the real world, such as in role play.
- Children to explore a range of technologies – using cameras, play games on interactive smartboard, CD players, tape recorders and programmable toys, in addition to computers and iPads.

### Key Stage 1

By the end of key stage 1, pupils should be taught to:

- Understand algorithms including how they are implemented as a program on digital devices and simulate real situations.
- Use logical reasoning to plan and predict behaviour of simple programs.
- Create and debug simple programs to achieve specific goals and understand the importance of sequence.
- Use technology to create, organise, store, manipulate and retrieve digital content.
- Develop confidence handling hardware, software and other IT equipment.

- Recognise common uses of IT beyond school, including those which they don't frequently encounter in their daily routine.
- Understand how to use computing safely and responsibly.
- Develop an awareness of how to stay safe on the internet and some of the issues they may encounter.

### **Organisation**

- Computing is taught as a separate subject and it is linked to cross-curricular planning when appropriate, to support learning in other subjects, as well as develop computing skills.
- Each classroom has an interactive smartboard to aid learning and teaching.
- Each year group has access to a class set of iPads to enhance and support learning across the curriculum.
- Programmable toys such as Beebots and remote-control cars, Lego Education WeDo to support the programming strand of Computing, and also extend the teaching of English and Mathematics.
- The ICT suite is equipped with computers to accommodate half a class or one computer between two.
- Children will have opportunities to work individually, with a partner and as part of a group.
- Children will be given time to practise and improve their skills through cross-curricular work.
- Staff will follow medium term plans with objectives set out in the National curriculum and use the same format for their weekly planning sheet.
- The delivery of computing will take due account of any health and safety requirements.
- Support and training will be available for staff as necessary.

### **Assessment and Recording**

- There is no Early Learning Goal for Computing within the Statutory Framework for the Early Years Foundation Stage. Informal assessments are carried out by class teachers to allow them to plan for next steps and development of skills.
- In Key Stage 1, children's progress in Computing is monitored and assessed across the National Curriculum.
- Assessments will be ongoing and results will be recorded by class teachers and reflected on to planning for next steps or reinforcement for children as necessary.
- Activities are planned according to the different levels of children's skills and previous knowledge.

### **Equal opportunities and SEND**

- All children will have the opportunity to participate in Computing regardless of gender, disability, ethnicity or faith.
- Differentiation will be through task, support or outcome.

- The school Values are used to promote independence and good organisational skills.

### **Monitoring and Review**

- The Computing subject leader monitors the teaching and use of computing across the school through termly learning trawls and staff questionnaires.
- Children are interviewed on their own understanding and use of Computing.
- Children's work from the different year groups are sampled termly.
- Long term planning is reviewed and updated as appropriate by the Computing subject leader.
- Teachers must take account of differentiation and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.
- Attainment and progress are monitored termly to identify groups of children needing support.
- The Computing subject leader to use feedback from monitoring to develop an action plan annually, and to keep up to date on new developments in the use of computing in the curriculum and inform staff.

Reviewed and edited by: Momina Ahmed

Signed: 

Date: 10. 12. 22