

Booker Avenue Infant School



'Working together, learning together'

Computing Policy

Introduction

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In a digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Booker Avenue Infants 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.

Aims

The school's aims are to: -

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils
- Develop pupils' computational thinking skills that will benefit them throughout their lives
- Meet the requirements of the national curriculum programmes of study for computing at Key Stage 1
- respond to new developments in technology
- enhance and enrich learning in other areas of the curriculum using IT and computing.
- develop the understanding of how to use computers and digital tools safely and responsibly
- equip pupils with the confidence and skills to use digital tools and technologies

The National Curriculum for Computing aims to ensure that all pupils: -

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation and communication
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

Rationale

The school believes that IT, computer science and digital literacy: -

- are essential life skills necessary to fully participate in the modern digital world.
- allow children to become creators of digital content
- provide access to a rich and varied source of information and content
- communicate and present information in new ways, which helps pupils understand, access and use it more readily.
- can motivate and enthuse pupils.

- offers opportunities for communication and collaboration through group working both inside and outside school.
- has the flexibility to adapt and stretch to meet the individual needs and abilities of each pupil.

Objectives

Early years

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

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

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write and test simple programs
- use logical reasoning to predict the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- understand the need to communicate safely and respectfully online, keeping personal information private
- recognize common uses of information technology beyond school.

Resources and Access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards consistent, compatible computer systems by investing in resources that will effectively deliver the objectives of the National Curriculum and support the use of computer science, IT and digital literacy across the school. Booker Avenue Infant School use Kapow as resource materials. Teachers are required to inform the computing subject leader of any faults as soon as they are noticed. Computing network infrastructure and equipment has been sited so that: -

- laptops and iPads are available for use throughout the school day as part of computing lessons and for cross-curricular use.

Pupils may use IT and computing independently or in pairs, alongside a TA, in a group or with a teacher.

Assessment and Record Keeping

Assessing computing is an integral part of teaching and learning and key to good practice. Key objectives to be assessed are taken from the National Curriculum. Formative and summative assessment has a place in our computing curriculum. Assessment is process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of computing concepts. Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the success criteria. This feeds into planning for the next lesson, activity or adaptation. Summative assessment follows the Tapestry program. It is used to track progress made in each of the strands, every term. It is the role of the subject leader to monitor progress and make reasonable adjustments to the curriculum, to ensure all children meet their full potential. Independent tasks provide a number of opportunities and scope for pupils to demonstrate their capability throughout the term.

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, learning walks, pupil discussion and evaluating pupil work.

Pupils with Special Educational needs

We believe that all children have the right to access IT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils. Where appropriate IT can be used to support SEN children on a one to one basis where children receive additional support.

Equal Opportunities

Booker Avenue Infants ensures that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we aim to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy.

Health and Safety

The school is aware of the health and safety issues involved in children's use of IT and computing. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to a computer technician, computer coordinator or head teacher who will arrange for repair or disposal.

In addition: -

- children should not put plugs into sockets or switch the sockets on.

- trailing leads should be made safe behind the equipment
- liquids must not be taken near the computers
- magnets must be kept away from all equipment
- e-safety guidelines will be set out in the e-safety policy and Acceptable Use Policy

Security

We take security very seriously. As such:

- the computing technician will be responsible for regularly updating anti-virus software.
- use of IT and computing will be in line with the school's 'acceptable use policy'. all staff, volunteers and children will be made aware of the 'acceptable use policy'
- all parents will be made aware of the 'acceptable use policy' at school entry
- all pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.
- the agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all computing areas.

Cross-Curricular Links

As a staff we are all aware that IT and computing skills should be developed through core and foundation subjects. IT and computing should be used to support learning in other subjects as well as developing computer knowledge, skills and understanding.

Parental Involvement

Parents are encouraged to support the implementation of IT and computing where possible by encouraging use of IT and computing skills at home for pleasure, through home-learning tasks and use of the school website. Parents will be made aware of issues surrounding e-safety and encouraged to promote this at home.

Date of policy: July 2025 **Date of next review:** July 2026