PURSTON INFANT SCHOOL

Computing Policy

Rationale

Our children live in a highly technological society. Using and controlling a wide range of sophisticated equipment has become part of their lives from an early age. When children enter school we feel it is important to build upon these previous experiences as well as provide new ones. We have made various changes to how we teach Computing. These changes have had significant impact on the teaching and learning of Computing in our school. We enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. We have found that Computing skills are a major factor in enabling children to be confident and independent learners.

Aims and Objectives

At the end of Early Years Foundation Stage our aim is for all children:

- To recognise that a range of technology is used in places such as homes and schools and that children can select and use technology for particular purposes.

At the end of Key Stage 1 our aim is for all children:

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- To create and debug simple programs.
- To use logical reasoning to predict the behaviour of simple programs.
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- To recognise common uses of information technology beyond school.
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Teaching and Learning

At Purston Infant School we use a range of teaching and learning styles in Computing lessons. The main aims being to develop children's Computing skills and capability in the subject and to develop further and knowledge and understanding of other curriculum areas by using Computing. While working within the framework of both Early Years Foundation Stage and Key Stage 1 National Curriculum small groups of children are taught Computing skills in the computer suite. The classroom and shared area based computers are utilised for the practice of Computing skills and application of skills through other curriculum areas.

Teaching Computing is carried out through a mixture of whole class/ group and individual activities. We give children the opportunity to work on their own, to collaborate and to listen to the ideas of others.

We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to technological equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity that are matched to the ability of the child.
- Using classroom assistants to support the work of individual children or groups of children.

Curriculum Planning
Key Stage 1
- Computing is a compulsory subject in the National Curriculum. ICT skills are taught in the computer suite by the class teacher. The suite is time tabled to accommodate all year groups and this can be seen in the computer suite.
- Planning for Computing across the curriculum is the responsibility of each teacher and subject co-ordinator. They include plans for both the computer suite and for classroom/independent based work. Planning involves three phases long-term, medium term and short term. Our long-term plan shows the distribution of teaching units across the year groups and how these fit together to ensure progression. They also include the use of Computing in different curriculum areas.
- Medium term plans identify key objectives, progression of skills, assessment opportunities and time allocations for each unit. The subject co-ordinator is responsible for reviewing these plans which are kept in the computer suite.
- The class teachers are responsible for writing the short-term plans with the Computing component of each lesson. The class teacher keeps these individual plans and they often discuss them on an informal basis with the subject co-ordinator and the staff member responsible for delivering Computing sessions.
- The topics studied in Computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

At Purston Infant School we encourage the development of skills; knowledge and understanding that make the foundation stage children make sense of the world around them. Planning for ICT in the foundation stage is taken from the Development Matters – Understanding the World - Technology. This underpins the curriculum planning for children aged between three and five. All children have the opportunity to use computers in the computer suite as well as in the classroom, the interactive white board and appropriate hardware and software.

The contribution of Computing to teaching in other curriculum areas

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in history or geography. ICT enables children to present their information and conclusions in the most appropriate way.

E – Safety

Teaching Computing to children with Special Educational Needs
At Purston Infant School we teach Computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we take into account the individual targets in the children's One Page Profile.

Assessment and Recording
It is each teacher's responsibility to monitor their own class's access to the computer either in the suite or in the classroom. Children's Computing capability will be measured against the Level Descriptions for Key Stage 1 by the class teacher. There is an opportunity to report progress in Computing to parents during parent interviews and at the end of the year in a summative report. Information about a child's Computing capability is also transferred from one year group to the next.

Resources
At Purston Infant school we have a Computer Suite with and interactive whiteboard and 8 computers. There are four computers in the shared area, two in Upper Foundation Stage and one in Lower Foundation Stage. All computers have Internet access and all classrooms are fitted with an interactive white board. Each member of teaching staff has their own laptop which is used to run the interactive whiteboard in their classroom. There are two further laptops for children's use.

Hardware & Software

The school is equipped with a range of hardware and software to facilitate the delivery of Computing skills and to deliver the National Curriculum. Each computer has its own bank of software suitable for the year group. A detailed inventory can be seen in the Appendices.

Health and Safety

The member of staff working in the computer suite or classroom is responsible for the correct usage and safety of the equipment. Computers can be damaged by water, dust and chalk. Although we are restricted by the positioning of sockets considerations are made for the sitting of computer systems. Direct sunlight makes interactive whiteboard screens difficult to see and blinds have been fitted in each classroom to help with this.

Any faults are reported to the Computing co-ordinator or administration staff and are recorded in a job book which is displayed in the computer suite. Repairs, updates and maintenance are carried out every two weeks by a member of our support team, Alamo.

Monitoring and Review

The monitoring of children's work and the quality of teaching in Computing is the responsibility of the subject co-ordinator. It is their job to:

- Maintain and update the policy document and to help to produce any schemes of work.
- Support colleagues in planning, training days, implementation, record keeping and assessment of Computing.
- Monitor progress throughout school by reviewing the portfolio of agreed standards.
- Organise audit days with the Computing school governor to observe Computing lessons in each class and feedback any relevant information to colleagues.
- Keep up to date with current developments in Computing by attending courses or conferences and disseminate this information to colleagues.
- Take responsibility for reviewing resources during co-ordinator release days and inform management of any purchasing requirements.

Alison Gascoyne (Foundation Stage Co-ordinator/Teacher, Computing Co-ordinator)
September 2015