



Newport Infant School and Nursery

Computing Policy

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Policy Lead	Lora Harman, Computing Leader Roisin Whitehouse Shadow Lead
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This policy sets out Newport Infant School's aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as the Teaching & Learning, SEND, Online Safety, Safeguarding and Assessment policies.

The policy has been developed by the Computing Leader, Miss Lorna Hankin. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study. Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

Aims

At Newport Infant School we believe that every child should have the right to a curriculum that supports them to achieve to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our Aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning, and a 'can do' attitude for all our pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst minimising risks for themselves and others.
- Use technology imaginatively and creatively to inspire and engage all pupils.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.

Curriculum

Early Years Outcomes

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts.

- Early Years learning environments should feature ICT scenarios based on experiences in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on interactive boards and devices or control remote operated toys.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage One Outcomes

As a school we have chosen the Purple Mash scheme of work for Key Stage One. This supports our teachers in delivering engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme more than adequately meets the national vision for Computing. It provides flexibility, strong cross-curricular links and integrates with our assessment tool for Computing. Furthermore, this scheme gives excellent supporting materials for less confident teachers of Computing.

- 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.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Assessment

- Early Years staff enter data onto the program Insight. Data is submitted regularly against objectives for ICT and Technology, and collected termly for review.
- Pupil attainment is assessed using the Foundation Subject Tracker for Key Stage One.
- Teachers keep accurate records of pupil attainment by entering data using the assessment tracker tool.
- Tracking of attainment is used to inform future planning.
- Formative assessment is undertaken each session. The Progression of Skills document is regularly checked to ensure pupils are in line with this progress.
- Summative assessment takes place each term. Using electronic samples of work from children's portfolios on Purple Mash and evidence within they year group work books, teachers enter judgements into the assessment tracker.

Resources

- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible purchase of them through their own research.
- Suggestions for getting the very best out of resources are made available to teaching and support staff by the Computing Leader.
- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.

Inclusion

At Newport Infant School we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statements.

Monitoring, Evaluation and Feedback

Monitoring will be achieved by:

- Work scrutiny
- Learning walks
- Pupil voice
- Parent voice
- Staff questionnaires
- Reflective teacher feedback
- Dedicated subject leader time

Evaluation and Feedback will be achieved by:

- Using recognised national standards for benchmarking Computing provision in primary schools.
- Using recognised documentation for end of year expectations.
- Written feedback on evaluation of monitoring activities, provided by the Computing Leader.
- Feedback on whole school areas of development to be discussed during INSET and staff meetings.

Roles and Responsibilities

Headteacher

- Monitoring the implementation of the Computing policy and its associated policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy and subject leader action plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training.
- Approving budget bids.
- Monitoring the performance of the Computing Leader.
- Ensuring any government legislation is being met.

Computing Leader

- Raising the profile of Computing within the school community.
- Monitoring the standards of Computing and feeding back to staff.
- Ensuring assessment systems are in place for Computing.
- Reporting on Computing at specific times of the year to the Head/Governing Body/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff in their practice.
- Sharing new ideas, approaches and initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision, which feeds into the whole school development plan.
- Keeping an up to date log of resources for all staff.
- Purchasing physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing as needed.
- Overseeing the effectiveness of the technician.
- Working as needed with the SENCO/Headteacher to ensure online safety provision is above adequate and all legislation is in place.
- Maintaining the school website content.

Technician

- Conducts routine schedules maintenance/updates on the school system.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set up.
- Routinely checks schools filtering, monitoring and virus protection.
- Sets up new hardware and installations.
- Maintains network connectivity and stability.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and projected costs.

Safeguarding: Online Safety

Online safety has a high profile at our school. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date curriculum for online safety which is progressive from Early Years to the end of Key Stage One.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff which is relevant to their needs and benefits pupils.
- Pupil voice sessions and learning walks that steer changes and inform training needs.
- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. Parents know who to contact if they have an online safety concern.
- Staff sign an Acceptable Use Agreement.
- Our online safety policy clearly states how monitoring of online safety is undertaken and any incidents are dealt with promptly.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

Health and Safety

Newport Infant School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety.

Both staff and pupils are trained to handle electrical equipment correctly. Pupils are reminded about the dangers of electricity and the danger signs to look out for.