Fairisle Infant and Nursery School

Computing Policy

Date policy reviewed: September 2018

To be reviewed again: September 2020

Ratified by the Governing Body:

Signature: 3.10.18.

"Every Child has the right to an education" Article 28

"Education should develop each child's personality and talents to the full" Article 29

UNICEF Convention on the Rights of the Child

Computing Policy

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world"
(National Curriculum 2014)

Computers and electronic information are an essential part of our society. It is vital that all our children gain confidence, and develop knowledge and skills in Computing to prepare them for later life.

The use of Computing can enhance and extend a child's learning across the whole school curriculum. Therefore, at Fairisle Infant and Nursery School Computing is an integral part of the curriculum. When pupils use Computing they are developing a set of skills that will be required not only in the work place, but also for the daily routines in life, for pleasure, and creativity in the future.

Vision

We will continue to ensure that all members of our school have access to appropriate high quality resources that they use effectively and creatively to support teaching and learning across the curriculum. Our pupils will be responsible, competent, confident and creative users of information and communication technology and will be able to use this to understand and change the world. Our pupils will be able to understand and apply the fundamental principles and concepts of computer science and can use this knowledge to solve problems.

Aims
Our aims are to;

1. Present Computing as a creative and informative process in which children are given opportunities to use their initiative, imagination, reasoning and investigative skills.

2. Ensure pupils appreciate the relevance of Computing in our society and see it as an essential tool for learning, communication, finding information, and controlling and understanding the environment. Pupils will be given opportunity to describe, illustrate, interpret, predict and explain using technological language and conventions using a variety of programs and formats.

3.   Provide equal opportunities for all pupils to develop their Computing skills alongside the acquisition of other basic skills during their time in our school.

4. Extend all pupils in each area of the Computing curriculum so that they reach their full potential.

5. Provide opportunities for pupils to work both individually and collaboratively.

6. Incorporate Computing in all areas of the National Curriculum and highlight these across the curriculum.

7. Raise pupils' awareness of Computing through regular display of their ICT work in the classrooms and around the school and give feedback for the work they produce.

Developing and Monitoring the Computing Curriculum

By nature the delivery of the Computing curriculum is liable to change frequently in order to keep up with technological advances. The plan for developing the Computing curriculum and managing changes is outlined in the school's ICT Action Plan. This is updated annually by the Computing Subject Leader in conjunction with the Leadership Team and an annual Action Plan is produced from this.

All members of staff receive training, including annual E-Safety training, in order to develop their own Computing skills at an appropriate level.

We have an annual service agreement contract with techs4education to provide ICT technical support for ½ day site visit per month, plus additional support if required.
In house ICT support is also provided by an admin assistant to support the day to day technical problems encountered, this will ensure that computers, software and ICT based resources are kept in good order.

The admin assistant will provide back up for teachers who encounter technical problems during the teaching day. Any problems are reported in the ICT booklet kept in the staffroom and will be rectified at the earliest possible convenience.

The Computing Scheme of Work sets out and details the skills that should be taught in each year group and is supported by a progression of skills (developed by our federation of schools) to aid differentiation. The Computing Subject Leader is responsible for the Development Plan, the Scheme of Work and the management of changes in the curriculum and resources and is also responsible for monitoring the teaching of ICT to all pupils. He/she will be involved in monitoring class teachers' curriculum planning and will provide necessary support, including internal or external agency support.

The use of the Internet as a means of communication and as a learning tool is to be monitored by the class teacher. All procedures for Internet access is the teacher's responsibility and only LA and school approved search engines will be used. (See E-Safety Policy)

Assessment of ICT
(To be read in conjunction with the schools Assessment, Recording and Reporting Policy)

On-going assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match work to the abilities and needs of the pupils as they progress.

In the Early Years Foundation Stage children will be assessed using the Early Years Foundation Stage Profile in Nursery and Year R. Pupils will be tracked using the month bands and if they are developing, secure or exceeding in these bands.

In Key Stage One teachers will assess children using the end of key stage outcomes. These outcomes have been broken down into year groups and will be known as stages (i.e. year 1 is stage 1 etc.). Within each stage, pupils will be assessed as beginning, secure and exceeding for each stage.

Entitlement to the Computing Curriculum
Equal Opportunities
All pupils have access to the use of ICT regardless of gender, race, cultural background or any physical or sensory disability. Where use of a school computer or ICT resource proves difficult because of a disability, the school will ensure that the pupil has access to specialist equipment, software and support where it is necessary. Pupils with special educational needs and/or disabilities will also be given greater access to the whole curriculum through the use of ICT. Their motivation can be heightened and they are able to improve the accuracy and presentation of their work.

Policy prepared by
H Strudley (Computing Subject Leader)

September 2018

Review date: September 2020