Fairisle Infant and Nursery School

Computing Policy

Date policy reviewed: November 2025

To be reviewed again: November 2027

SIGNATURE STAMP

This policy was approved and adopted by the
Governing Body at their meeting on: :
05/11/2025

Signed:

Rick Allan
Chair of Governors

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

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

"Every child has the right to be safe" Article 19

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 do 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 in an ever advancing technological world.

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.

Intent
Our Intent is;

- For all children to have the confidence and competence to access technology safely and be able to apply their skills and knowledge to a rapidly developing technological world.

- To provide a high quality Computing curriculum, covering a range of knowledge and skills with the intention of them becoming experts in these. The curriculum is planned across Key Stage One, ensuring clear progression, so pupils can acquire new skills quicker to become more proficient.

- For pupils to develop their knowledge, skills and understanding of the key aspects of **digital literacy**, **information technology** and **computer science**, ensuring that they have learned the knowledge required to meet the aims of National Curriculum for Computing (DfE, 2013).

- For pupils to learn essential knowledge including password safety, creating digital documents, protecting themselves online, saving and retrieving work, designing and coding programs and digital design.

- Provide equal opportunities for all pupils to develop their Computing skills alongside the acquisition of other basic skills during their time in our school. Giving them the opportunity to extend this further with home learning.

- Incorporate Computing in all areas of the National Curriculum and highlight these across the curriculum. To include remote learning where appropriate.

- 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 using Purple Mash and Tapestry.

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 Computing 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 Onecom to provide ICT technical support for ½ day site visit every fortnight, plus additional support offsite 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.   Teachers can raise a ticket from their desktop direct to techs4education as they can access the computer remotely if needed.

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. 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 Computing
(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 Birth to Five Matters document. They will be assessed as to whether they are on track or not on track.   Tapestry is the learning assessment tool we will now use.

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.

Also attached is the Tapestry Policy

Policy prepared by
Joanna Marris

Review date: November 2027

Tapestry – Learning Journal Policy

Aims
At Fairisle Infant and Nursery School, we use an online system called Tapestry to record and store observations and assessments relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and also post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership. It will also show children's developmental progress through the different age bands of the EYFS to the Early Learning Goals.

Procedures
Tapestry allows staff and parents to access the child's Learning Journal from any computer or tablet via a personal, password-protected login.

- Staff access allows input of new observations and photos or amendments of existing observations and photos.

- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos. Parent log-ins do not have the necessary permission to edit existing material. Parents logging onto the system are only able to see their own child's Learning Journal.

Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journals and to protect images of other children that may appear in any photos contained in their child's Learning Journal.

Observations input into the Tapestry system are validated by the child's Class Teacher/Key Worker before being added to the child's Learning Journal.

The Learning Journal is started once the child has started school. During the first term, entries will be made more frequently as staff get to know the children.

New observation entries to a child's Learning Journal will usually be uploaded within one week of the observation being made.

Observations are written in the present tense.

In all written observations, other children are referred to by initials and not by name.

All photographs are taken of the children either immediately or uploaded to Tapestry or secured securely on the tablet/camera being uploaded within 2 weeks.

Tapestry is not used as a general communication tool between school and home. A Child's Learning Journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home. Parents may contact the school directly with regards to any other matters.

Tapestry will be accessed for Parents who cannot access IT at home; this will be available during Parents Evening or at a mutually convenient time for the teacher/keyworker where they will be given supported access onto the system.

Security

The Tapestry on-line earning Journal system is hosted on secure dedicated servers based in the UK. Access to information stored on Tapestry can only be gained by a unique user id and password.

As part of our commitment to safeguarding our children, all Learning Journeys are password protected so that parents and carers can only access the account of their child. Other than family, only the child's Class Teacher, Teaching Assistant and Year Heads will have access to the Learning Journal.

All staff at Fairisle Infant and Nursery School have up-to-date safeguarding and e-safety training. Staff use tablets to take photographs for observations. Photos will be uploaded to the journal as they are taken and then deleted from the device. If the photo cannot be uploaded onto tapestry immediately (such as when there is limited or no WI-FI access) the photo will be stored on the tablet until it can be downloaded (no longer than 2 weeks).

Staff are able to take tablets home, once they have been signed by their manager and they must be brought back to school premises on the very next working day. They are to be stored in a locked cupboard at the end of each day and over the holidays as a security measure.

Staff wishing to Update Learning Journals at home are able to access the Tapestry site using their school laptops or signed out tablet devices **only**. Personal devices such as phones must **NOT BE** used.

All staff with access to Tapestry are required to sign to ensure that they follow and agree with this policy annually.