



Computing Policy

Kingmoor Nursery and Infant School

Introduction

This policy sets out Kingmoor Nursery and 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 Safeguarding, Equal Opportunities, Finance, Teaching & Learning, SEND and Assessment policies.

The policy has been developed by the Computing Leader (Mrs Corfield) in consultation with the SENCO, Leadership Team and teachers. 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.

Aims

Kingmoor Nursery and Infant School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving 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, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

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Safeguarding: Online safety

Online safety has a high profile at Kingmoor Nursery and Infant School for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 2.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Scheduled pupil voice sessions and learning walks 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. They know who to contact at school if they have concerns.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Filtering and monitoring systems for all our online access.
- Data policies which stipulate how we keep confidential information secure.

Curriculum

Teachers use the Purple Mash scheme of work that breaks the Computing curriculum down into different topics. IT directly corresponds to the school's progression of knowledge document which highlights the knowledge children need to learn and remember. Our overview is mapped on our Tree of Learning which was planned in conjunction with our feeder junior school.

Staff in KS1 use the Purple Mash Teaching units and unplugged units and identify opportunities for application of knowledge and skills from computing across the curriculum. EYFS use the Purple Mash Scheme of work linked to the Development matters framework. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the Tapestry Assessment tool. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

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

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- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as programmable 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 1 outcomes

- 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

Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress.

- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Kingmoor Nursery and Infant, teachers enter judgements about the samples into the Tapestry Assessment Tool.

Resources

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this. Protocol details for procurement can be found in the school finance policy.
 - A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
 - Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
 - An itemised list of all resources is shared with staff and kept up to date by the Computing Leader.
 - Audits of school resources are conducted regularly by the Computing Leader, which informs bidding for budgets allocations.
 - The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Computing Leader.
- The Computing Action Plan details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

Inclusion

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school.
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum.
- “Equal opportunities” is not the same as “Equal provision” and we adapt provision to ensure it meets the needs of our learners.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically using principles of Quality First Teaching. We respond to children’s diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children’s learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and authentic praise to motivate and develop self-image and esteem.
- Teaching using multi-sensory approaches
- Using visual cues to aid understanding

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- Providing visual timetables to reduce anxiety
- Pre-teaching key vocabulary to provide a 'hook' into teaching
- Looking at alternative methods for recording work
- Teaching using metacognitive approaches so that children learn how they learn best and develop and range of tools to support them in approaching their work independently and confidently.
- Securing motivation and concentration by using stimulating topics themes and lessons
- Using appropriate assessments to enable children to demonstrate what they can do and have learned.
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.

Health and Safety

Kingmoor Nursery and 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 including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.

STAFF WELL BEING

As an employer we are committed to caring for staff emotional well-being and mental health. When you're caring for the emotional wellbeing of others, it easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too. The high demands on teachers have been shown to result in stress among teachers. Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils. This policy has been written using guidance from *Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DFE*