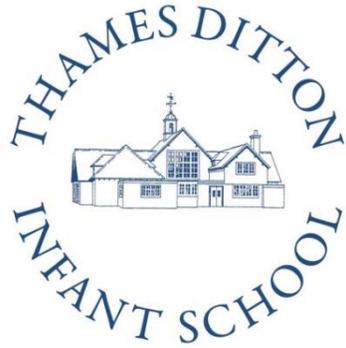


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## Thames Ditton Infant School

### Policy for Computing

2021

**Written By:** Catt Evans, Assistant Head Teacher  
**Date:** Autumn Term 2021  
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**Date to be reviewed:** Autumn 2024

## **Thames Ditton Infant School Policy for Computing**

### **Safeguarding**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### **Introduction**

Computing continues to play an important role in the curriculum at the school as the children prepare their computing capabilities for the future. Its impact on the lives of individuals continues to grow and it is essential that our pupils can take advantage of its opportunities and understand its effects. It is important that pupils in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use computing throughout their lives.

The National Curriculum requires Computing to be used in all subjects where appropriate. Computing is a cross-curricular competence which is concerned with the acquisition, storage, manipulation and interpretation of information. It helps pupils to use and draw on skills and knowledge gained in other curriculum areas. It also provides the children with opportunities to work both independently and co-operatively with a partner or in a small group.

### **Aims of the policy**

Children are entitled to the opportunity to develop computing capabilities through activities that arise in all curriculum areas, undertaken individually or in groups, as well as being appropriate to both boys and girls.

Children use computing to:

- Create, adapt, develop and manage digital resources.
- Plan and carry out simulations, making adjustments.
- Make informed judgements about applications and their suitability for future life situations.

Additionally, by encouraging computing development through the strands teachers can:

- Enable children to become familiar with computing in many contexts.
- Develop children's confidence and satisfaction in the use of technology.
- Broaden children's understanding of the effects of the use of technology.
- Enable children to take greater responsibility for their own learning and provide opportunities for them to decide when it is appropriate to use technology in their work.
- Encourage the flexibility needed for children to adjust to and take advantage of future developments in computing.

### **Computing objectives**

Computing enhances the process of the teaching and learning in all areas of the curriculum. In particular, children should achieve the following skills and abilities:

- Confidence in handling hardware, software and other IT equipment.
- The ability to use IT equipment to manipulate and present written word, images and sounds so as to convey a message effectively.

- The ability to use IT equipment to store information, and retrieve then present it in ways which enhance interpretation and analysis.
- An awareness of the role of computing encountered in daily life in the control of equipment.
- An ability to talk about their use of technology and its place within real life contexts.
- An awareness of how to stay safe on the internet and some of the issues they may encounter.

### **Use of computing equipment**

We aim to provide:

- Adequate, modern and appropriate hardware, software and peripheral equipment sufficient to enable the delivery of the National Curriculum requirements.
- For every classroom, including the rainbow room and hall, to have computers with software that is appropriate for the age range and abilities.
- Computers in each class that have access to the Internet, server and individual class email addresses.
- Computers in the library and staff PPA area connected to the internet.
- All computers, curriculum and administration networked to a central server located in the SLT room.
- All computers connected for shared printing to a black and white and colour laser printer set up in the Library.
- A staff Intranet allowing shared files, documents and other resources.
- Every classroom with an interactive CleverTouch screen to aid learning and teaching.
- Programmable toys such as Beebots and remote control cars to support the programming strand of Computing, and also extend the teaching of English and Mathematics.
- iPads to enhance and support learning across the curriculum.
- Chromebooks to support class teaching of skills or focussed group activities (these are locked in secure trolleys and charged as required)
- Extra peripherals including digital cameras, Easy Speak microphones, sound buttons, walkie-talkies and electronic magnifying glasses.

### **Computing maintenance**

- Computing equipment is maintained by an IT technical assistant company (Eduthing). Any problems with class computers are reported to the technical assistant company by individual teachers and admin staff via email. Each class has details of how to do this and the names of their computers.
- Any problems with the Chromebooks in the trolley are reported by the same method.
- Teachers are also responsible in ensuring that all equipment is kept free of dust.
- Staff are required to check that resources are reconnected properly so that batteries can be fully charged before use.

### **Teaching and learning**

- In order to ensure continuity and progression, a scheme of work has been developed by the Computing co-ordinator, in line with the school Subject Progression map. This ensures coverage of the curriculum and is adapted by year group teams to ensure it fits with their topic whilst still covering the required skills.
- Cross-curricular lessons are planned by year groups to use technology to support other subjects.
- The teaching of Computing will include using Chromebooks and programmable toys and will be delivered in group sizes appropriate to the task.
- Weekly lessons are planned and delivered by the class teachers in year groups and reflected on to plan for next steps or reinforcement for children as necessary.
- Activities are planned according to the different levels of children's skills and previous knowledge.

- Computing is delivered through a variety of teaching and learning methods e.g. whole class, group and individual work.
- The children work in pairs, groups or independently on the Chromebooks, iPads and with programmable devices.
- Parents may be involved, working alongside the children to provide support.
- Pupils are encouraged whenever possible to use the Internet to search for information, using curriculum support materials chosen by the teacher and to use the Internet for communication using the class email facility as appropriate.
- Class teachers are responsible for managing the time allocated for each task and ensuring all children have equal access when using technology.
- Each year group has their own set of Chromebooks to allow all classes to have access across the week.
- The school Values are used to promote independence and good organisational skills.
- The use of Computing is included into the Medium Term plans for other subject areas and can form part of the children's Computing assessment.

### **Learning out of school hours**

- All year groups share regular parent plans with suggested activities to support learning at home. Some of these will occasionally include using the computer to produce work or research facts.
- Parents are given information regarding online safety to allow the reinforcement of messages to be shared at home.

### **Home school links**

- The school has a public website – <https://www.thames-ditton-infant.surrey.sch.uk/>
- Photographs of the children and work from the children may be shared on the school website.
- Parents are able to email the school to receive information and correspondence is mostly conducted through Operoo or via email rather than in paper form.
- Parents receive weekly email newsletters from the year group of their child as well as a fortnightly school bulletin.
- Key information including dates, letters and policies are also shared through the school website.

### **School liaison links**

- The Computing subject leaders have links with subject leaders in schools across the Ember Learning Trust.
- The link allows ideas, plans and resources to be shared.

### **Entitlement and equal opportunity**

Children have access to the use of technology regardless of gender, race, cultural background or any physical or sensory disability.

The strength of computing is that it can provide equality of access to the curriculum for all children, which allows them to function at their optimum level, either as an aid to communication or a means of controlling their environment, as well as an integrated aid to learning.

The provision of resources takes into account the needs, abilities and interests of individual children, especially:

- Children who have a special skill or talent.
- Children who speak a language other than English.
- Children who experience difficulties with learning children.
- Children with physical and sensory difficulties.
- Offering equality of opportunity for both girls and boys.

Technology is used as a way to support children with SEND and in intervention groups.

### **Using the internet**

- The school has a set of internet rules which are displayed in each classroom and shared with the children at the start of each school year and reflected on when the internet is used.
- Explicit online safety lessons are taught in each year group.
- The school has chosen an appropriate Internet Service Provider that has been recommended to us by the LA.
- The system installed has filtered access which can be controlled by our technical support company.
- Children are encouraged to use information resources available on the Internet, having been taught the appropriate skills to access, analyse and evaluate such resources.
- Teachers review and evaluate resources in order to offer websites that are appropriate to the ages of the children.
- Teachers will use 'Videolink' to share youtube videos to eliminate advertising, comments and next video suggestions.
- The school has a code of conduct form that parents need to sign when their child starts school.
- Internet safety information is shared with parents through newsletters, parent plans and updates.

### **Health and safety issues**

- Children are not exposed to the computer for very long periods.
- The screen brightness is not set too high.
- Trailing leads are avoided.
- The sound is set low particularly if using the headsets.
- Electrical safety checks and maintenance of hardware is carried out annually.
- Correct exit routes are used before switching off computing equipment.
- The school has chosen an appropriate Internet Service Provider that has been recommended by the LA - this is a filtered Internet service.
- Pupils are given a clear understanding of how to use equipment safely, correctly and responsibly.
- It is the responsibility of each teacher to ensure that the children are aware of the importance of handling the equipment appropriately.

### **Assessment**

- There is no Early Learning Goal for Computing within the new Development Matters. Informal assessments are carried out by class teachers to allow them to plan for next steps and development of skills.
- In Key Stage 1, children's progress in Computing is monitored and assessed across the National Curriculum themes at regular intervals in accordance with the school's assessment policy.
- The school uses assessment grids created in line with the National Curriculum to assess whether children are working towards, meeting or deepening end of key stage expectations.
- The assessment grid is highlighted when the children have achieved the assessment focus using different colours for each term in line with the school's assessment policy.
- Assessment is based on teacher knowledge of the child's ability across the topic rather than a specific assessment task.
- The Computing subject leaders monitors the teaching and use of computing across the school through observations and looking at work termly.

### **Monitoring and Review**

- The Computing subject leaders and Headteacher monitor the quality of teaching, which may include Computing, termly.
- Teaching sessions are observed and the children are questioned on their own understanding and use of Computing.
- Children's work from across the year is sampled annually.
- Medium term planning is reviewed and updated as appropriate by the year group teams and Computing subject leaders.
- Attainment and progress is monitored termly to identify groups of children needing support.

### **Role of the Computing subject leader**

Subject leadership for Computing is part of a shared team approach. The team have responsibility for the curriculum and assessment. Admin staff support the curriculum through administration and technical difficulties.

The subject leaders:

- Have in-depth knowledge of the area updated through courses, professional reading and network meetings as required
- Support and advise other members of staff.
- Audit resources within the school.
- Set out the vision and intent for the subject.
- Ensure that there is progression and continuity in Computing across the school through the Subject Progression map.
- Provide in service training as and when required.
- Organise training with external companies.
- Keep up-to-date with changes in the National Curriculum and commercially available resources.
- Work alongside teachers to ensure that there is good practice.
- Develop record keeping and assessment procedures for Computing.
- Ensure coverage of the programmes of study.
- Review and update the Computing policy regularly.
- Take responsibility for the general maintenance of equipment.

All members of teaching and non-teaching staff are encouraged to develop their own confidence and expertise in the use of technology through the provision of Inset and personal development both in school and through external courses.

The Computing subject leaders will discuss with colleagues their Inset needs and inform the Head teacher of Computing training needs or plan whole staff Inset through curriculum meetings or a staff development day.

**Written By: Catt Evans**

**Date: Autumn Term 2021**

**Ratified by: Curriculum and Data Committee**

**Date: 19.11.21**

**On behalf of the Governors:**

**Date to be reviewed: Autumn 2024**