FLASH LEY COMMUNITY PRIMARY SCHOOL

& NURSERY

COMPUTING POLICY

Flash Ley is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

*This policy is used in conjunction with the E-Safety Policy

Produced by: Mrs R Hughes

Approved by:

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Intention:

At Flash Ley we recognise that all children are growing up in a world where the use of information and communication technology is an integral part of everyday life. Through rich, personalised computing experiences children are able to become digitally literate, using technology to express themselves, develop ideas, problem solve and communicate. Children are immersed in a digital journey, building on previous skills to ensure they are equipped with the tools and knowledge to thrive in a rapidly evolving technological era. Children access a broad and varied curriculum, interacting with quality hardware and software in a structured and progressive approach to gain the skills needed to effectively use technology now and in their future lives. Flash Ley aims to foster a love for technology to all children regardless of background, prior experiences, need or religion.

The national curriculum for computing has four main aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Become responsible, competent, confident and creative users of information and communication technology.

Implementation:

- Computing is taught as a stand-alone lesson, a minimum of once a week
- The computer suite is accessed and where possible pupils use a computer of their own or a laptop.
- Computing is taught throughout the whole school by all teachers following a scheme provided by Entrust, which has been adapted to suit our children at Flash Ley. Later units in the scheme are designed to build on and develop earlier units, allowing for continuity and progression. At Flash Ley we use J2E software in all year groups to support the teaching of computing.
- Computing is taught in 3 strands. 1. Programming & Computer Science 2. Online safety & Digital Literacy 3. Information technology
- In Programming and computer science children are taught to be confident coders on a range of software. Children develop an understanding of constantly evolving technology and take part in opportunities to independently and collaboratively work on projects.
- In online safety and digital literacy children are taught how to use technology safely and develop appropriate computing behaviours. Through links with the RSE curriculum children's spiritual, moral, social and cultural development is promoted. This strand is revisited in each lesson and children earn an E-safety pass when they are component in safe technology practises.
- In information technology children develop their use of technology for cross curricular learning. They develop thinking skills and become literate in using technology as part of everyday life to communicate, plan and solve problems.
- Class teachers should make professional judgements about when to adapt, or add additional materials where this would benefit learning.

- Computing skills are developed further through cross curricular links. At Flash Ley we use technology as a tool to enhance learning in all subjects.
- Flash Ley aim to maintain and update technology resources to effectively deliver the computing curriculum to all children. A service level agreement with Entrust is currently in place to help support the co-ordinator to fulfil this role both in hardware and audio-visual. Resources are continually monitored and updated in line with financial allowances and need.

Early years

It is important in the foundation stage to give children a broad, play-based experience of computing in a range of contexts, including outdoor play. Early years features computing scenarios based on real world experiences such as in role play or through tinkering with hardware. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or program a toy. Children access a variety of technological devices such as Ipads, music players and interactive whiteboards daily. In the early years computing skills begin by exploring 'unplugged activities' for example sequencing songs and stories as the beginnings of algorithms and logical thinking. Using age appropriate software children in early years access the computer suite to explore computing concepts such as programming, the internet and word processing.

SEN

At Flash Ley, we plan to provide for all pupils to achieve. Technology is a powerful tool for all children to explore, express and develop themselves into competent learners. Computing can be utilised for children with additional needs, providing them with an alternative way of developing and recording their learning. For example children who show difficulties in spoken language are able to type; children with barriers to writing are able to voice record thoughts and feelings. Pupils who show a particular interest or aptitude to computing can use technology in their everyday learning. Those who show difficulty can be provided with additional teacher support or the use of learning partner can be incorporated into lessons.

Equal Opportunities

Computing plays an important role in developing equal opportunities. All children have access to the same computing experiences regardless of race, gender, class or need. At Flash Ley we ensure all children follow a scheme of learning which is adapted to in line with children's needs. Our materials and software provide learning examples that are inclusive of all and demonstrate no prejudice or biased.

Promotion of Reading

Computing is able to promote reading in a variety of ways. Staff should aim to support children in developing early reading skills using computing as means to foster vocabulary and literacy. Literacy skills should be developed with children accessing a wealth of reading material available on digital devices. Literacy applications such as Reading Eggs, Oxford Owl and Myon are utilised in school and encouraged at home. Teachers provide devices such as headphones and voice recorders to develop early reading skills. Technology is used to facilitate learning combining traditional pen and paper with new technology to support children's learning in a digital world.

British Values/SMSC

Computing can be an extremely valuable means of demonstrating the school is actively promoting British Values. At Flash Ley it is important that our children are taught British values throughout a wide, varied curriculum. Through computing children are provided opportunities to take into account the views of others through shared activities, votes and collecting data based on others opinions, likes and preferences. Children undertake safe practises, following rules and understanding consequences and boundaries. Children work within these boundaries and make safe choices. When using digital means children learn to be tolerant of others as they are exposed to different views, faiths and beliefs. They learn how to mutually respect others and how to identify and disregard information that demonstrates extreme views, biased and prejudice.

Through Computing we are able to support children in their spiritual, moral, social and cultural development and their physical well-being. Children use imagination and creativity, to explore ideas and feelings and express themselves through digital creations. They research and gain insight to moral issues using digital technology to gather, analyse and evaluate information. Children use E-Safety to understand and develop a positive moral compass and show respect for others whether in person or online. Opportunities to collaborate ensure children respect each other's ideas and opinions, recognising the need to consider the views of others. Children learn to use digital media to communicate and connect. They are able to reflect on ways in which cultures are represented and how the digital world is evolving in different places, cultures and faiths.

Health & Safety/Safeguarding

The school is aware of the health and safety issues involved in children's use of computing. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the ICT technician, bursar or head teacher who will arrange for repair or disposal.

Any issues with regard to E-Safety staff will follow procedures set out in the E-Safety Policy and/or Child Protection Policy where appropriate. School policies linked to the use of computing include E-safety and the whole school bullying and safeguarding policies. Safeguarding issues raised during the use of technology will be dealt with in line with the whole school safeguarding policy. The school bullying policy applies to bullying via the means of technology.

The school computing technician is responsible for regularly updating anti-virus software. Use of all technology is in line with the schools acceptable use policy. Parents are aware of all policies and have access to computing policies via the school website. Pupils and parents are aware of responsible use of technology and the consequences associated with misuse.

Impact:

The impact of our computing curriculum can be judged based on 3 assessment points at the end of each term which focuses on the 3 strands taught throughout the year. Teachers create assessment opportunities for these points and the data is sent to the computing lead. On-going assessment enables teachers to support and tailor the curriculum to all children's needs.