



Computing Policy 2018

Introduction:

The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Lumley Infant and Nursery School a wide range of wide range of technologies are used to enhance teaching and learning throughout the curriculum. It is our intention to empower pupils to acquire and develop the skills necessary to become competent, confident and creative users of technology and to appreciate how it supports learning.

Aims:

- To meet the requirements of the Statutory Framework for EYFS and National Curriculum KS1 Computing programmes of study.
- To provide enriching opportunities which motivate and enthuse pupils.
- To develop creative and imaginative approaches to both teaching and learning.
- To respond to new developments in technology.
- To use technology as a facilitator to enhance learning across the curriculum.
- To develop an understanding of how to use technology safely and responsibly.
- Use subscription software to support learning at home and school.

Technology in the Early Years:

In the Statutory Framework for EYFS, the early learning goal from the 'technology' strand in the 'Understanding the World' area of learning, requires that, 'children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.'

Objectives:

- Practitioners provide a rich environment in which children can build up an understanding of the world. This requires access to computers during child-initiated play
- Through role-play and discussion teachers support our youngest learners to be curious about technology in real life contexts e.g. What happens inside a washing machine? What happens when mum puts her bank card in the card reader at the supermarket? Why does she have to type a number in? Why does she keep the number a secret?
- Provide enriching experiences in the outdoor learning environment, supported by ICT toys e.g. metal detectors, controllable traffic lights and walkie-talkie sets.
- When children are developmentally secure, provide opportunities for mark-making using computers and touch screen technology e.g. interactive whiteboards and tablets.



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- Encourage children to access new skills or learning in small groups to encourage discussion, problem solving and peer support.
- Use age appropriate websites and stories to develop an understanding of online safety.

Key Skills:

- Develop early mouse and keyboard skills.
- Provide opportunities to use touch-screen technologies - interactive whiteboards and tablets.
- Explore using digital cameras and audio recorders to capture information.
- Operate simple programmable devices e.g. Bee-Bots.
- Use a shortcut e.g. an icon on the desktop to navigate to a specific programme.
- Explore a teacher-selected website.
- Use a range of software to enhance learning in all areas.
- By the end of the EYFS be able to use simple login details with support to access our network and subscription software.

KS1 Computing:

The curriculum covers three core themes:

Computer Science (CS); Information Technology (IT); Digital Literacy (DL)

By the end of KS1 pupils should be taught to:

- 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.
- Use logical reasoning to predict and computing the behaviour of 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.

It is intended that pupils in KS1 use technology as a facilitator to develop independence, both individually and collaboratively, with pupils being encouraged to choose the resources to achieve the desired outcomes. Therefore planning for Computing at Lumley Infant and Nursery School takes two forms.

1. Discrete Skills Teaching:

During the first term discrete Computing teaching will take place, predominantly focused on skills teaching and development.

2. Integrated Curriculum Teaching:

As the school continues to move towards an 'integrated curriculum approach' it is expected that Computing skills as developed during discrete teaching sessions will be built upon by pupils through application in the wider curriculum. It is the responsibility of class teachers to identify opportunities to link Computing teaching



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with other curriculum areas to enable pupils to use and apply their knowledge within context to ensure learning is more effective.

Online-Safety Curriculum: to be read in conjunction with our Online-Safety Policy

Lumley Infant and Nursery School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Online-Safety opportunities should be exploited in all appropriate lessons as well as taught discretely when necessary.

On-line Safety teaching in EYFS is primarily based on 'Hector's World' resources and in KS1 'Lee and Kim' resources provided by Child Exploitation and Online Protection Service. The resources address online privacy, information protection and security, online gaming, instant messaging and image and content sharing.

In Nursery children learn the basics of Online-Safety in terms of building positive relationships and responsibility for their own and others belongings. In addition age appropriate websites and stories are used to develop an understanding of online safety.

Equal Opportunities:

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all of our pupils. We aim to take into account cultural background, gender, talents and special educational needs.

Lumley Infant and Nursery School endeavours to fully include SEN pupils in Computing sessions. There is much evidence to suggest that Computing is a way of enhancing the curriculum for children with a special educational need, especially in terms of fine motor control, co-ordination and sensory immersion.

As with any pupil, staff will ensure that a child with special educational needs can experience success, achievement and satisfaction. Teachers will consider:-

- Differentiation and support to meet the need of the pupil
- Adapt tools or equipment
- Individual Education Plans, if these refer to development of co-ordination, motor skills or other specific needs

ASSESSMENT AND RECORDING

- Assessment is a continuous process. Teachers are expected to assess and record the attainment of all pupils in their class through a combination of observations, discussions with pupils to assess understanding and judgements based on saved pieces of work. This is used to update online pupil trackers on each term.



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PARENTAL INVOLVEMENT:

Parents are encouraged to support the use of ICT and computing skills at home. They will be made aware of online-safety and encouraged to promote responsible use at home.

Policy review date: March 2019

Related policies:

Online Safety Policy

Acceptable Use Policy [Staff, Visitors & Pupils]