



Benhall Infant School and Pre-School

Computing Policy



Member of staff responsible: Amber Pates
Date of last review: Autumn 2019
Date of next review: Autumn 2020

1. **General Introduction**

The importance of computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ computing to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of computing promotes initiative and independent learning, with pupils being able to make informed judgments about when and where to use computing to best effect, and to consider its implications for home and work both now and in the future.

1.1. The purpose of the policy is:

- to benefit pupils, staff, governors and parents
- to outline school approaches to ICT and Computing within the school curriculum
- to ensure provision is matched against the statutory requirements
- to examine teaching and learning strategies
- to record the organisational structure of how ICT and computing is delivered

2. **Entitlement**

2.1. At Benhall we endorse the Computing requirements of the programmes of study and statements of attainment as laid out in the Computing parts of the New revised National Curriculum (2014)

1.2. At Benhall we aim:

- to use ICT as a tool to enhance and extend learning in other curriculum areas
- to equip pupils with confidence and Computing capability for their later schooling
- to use Computing as a means of challenging, motivating and stimulating children
- to ensure equal opportunity and appropriate access for all children
- to help them understand the wider uses of Computing
- to teach children how to use Computing safely at school and at home

1.3. By the end of Key Stage One children should:

- be able to gather information from a variety of sources e.g. internet and video
- have had experience of word processing, drawing, handling data and simple programming
- be familiar with the importance of the keyboard and mouse/touchpad
- have had experience of saving and retrieving information from a computer
- be more co-ordinated in their use of the mouse/touchpad as an instrument to draw with and to represent their ideas with

- be able to develop ideas and make things happen by using text, tables, images and sound to try things out and explore
- have had experience of programming a control device to move on a given route, and be able to debug if necessary
- realise the computer is a tool for learning and a facet of modern day living and that it has many applications outside the class environment
- realise that the computer is not infallible, and that it cannot function without instructions being inputted (programming)
- understand that it is dependent on the quality of information put in
- have had access to appropriate hardware and software
- have experience of programming a range of software and hardware
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

3. Planning

- 1.1 Computing is not only a subject in its own right but is also a means of enriching other curriculum subjects. There are skills in Computing which are taught specifically (as shown in the Computing section of each year groups skills document) yet Computing capability is mainly developed through practical application of computers in other subjects.
- 1.2 Equipment is organised in the Computing area by the Workshop. Laptops, learn pads and ICT resources are freely available for the children to use and embed into their daily learning.
- 1.3 Planning for Computing is identified in the yearly, termly and theme year group plans and consists of children having had experience of the following elements by the end of the Key Stage:
- finding things out
 - developing ideas and making things happen
 - exchanging and sharing information
- 1.4 Planning is carried out to ensure that all children have equal opportunities.
- 1.5 Planning will indicate how teachers intend to provide differentiation for pupils of different abilities (including those more able and gifted and talented).
- 1.6 Planning for a variety of learning experiences will be encouraged to allow pupils to learn in a whole class, group and individual situations.

4. Implementation

- 4.1. The grouping of pupils will vary to the task set.
- 4.2. Children should be given tabletop activities which are related to the computer e.g. drawing plans of modelling scenarios, collecting data to put in a database so as to place computers in a wider context.
- 4.3. Children should recognise the advantages of Computing and the possibilities of it in the wider world. They should have experience of various fonts and styles of presentation and see them in use around the school. Children's work should be displayed so others can view it and learn from it. Children should be encouraged to evaluate their work and the computer's effectiveness.

- 4.4. The teaching of Computing will include due reference to the contributions and experiences of both men and women and will contribute to the development of multi-cultural knowledge and awareness. Every effort will be made to avoid stereotypical images of people and places.
- 4.5. Where appropriate Computing will enrich pupils' understanding of cross-curricular themes.

5. **Assessment**

1.1. Pupil assessment will include:

- Regular assessment on Tapestry
- Recording each child's progress in Computing using Scholar pack.
- Learning leadership standards and progress report identifying target children
- An annual report to parents

1.2. Assessment should seek to raise standards of achievement in Computing by:

- providing teachers with information on individuals' strengths and weaknesses
- informing and planning of future work

6 **Teaching Computing to children with special needs**

6.1 At Benhall Infant School we teach Computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation. When planning work in Computing, we take into account My Plan objectives.

Some pupils rely on Computing to gain access to the curriculum and hardware and software is provided individually for them (as determined by their Statement of Educational Needs). Class teachers and TPs receive training and advice from the Advisory Service in order to support these pupils in their learning through Computing.

7. **Staff Development**

1.1. Staff development will take these forms:

- dissemination of points arising from INSET
- consultation with co-ordinator
- staff meetings, workshops and staff development days

8 **Health and Safety**

1.1 The safety, maintenance and repair of equipment will be a shared responsibility between the learning leaders, Health and Safety Officer and the headteacher. Discovery of faulty equipment or software should be reported to the subject leader.

- 1.2. Both the current L.A. Health and Safety Guidelines and the School Third Tier Health and Safety Statement will be adhered to at all times.
- 1.3. To minimise risk of injury or damage to the computer:
 - children should not put plugs into sockets or switch the socket on
 - trailing leads are dangerous so ensure leads are kept behind the equipment
 - the computer should be placed against a wall
 - do not use multi adapters
 - keep liquids, adhesives and food away from the computer
 - 90 minutes is the maximum length of time when working on the computer for children
 - as with all electrical equipment, the computers should undergo a safety check every year
- 1.4. The majority of the hardware is situated in the Computing area by the Workshop.
9. Computer software and relevant documentation is kept in the Computing cupboard and software licenses are stored in the office.
10. Managing, developing and sustaining Computing provision, including accommodation/access issues and the safe and environmentally friendly disposal of equipment.

Replacement of Equipment: We have a 3 year hardware replacement plan in place which ensures that the financial implications for Computing are budgeted for and that school always has up to date hardware to support effective teaching and learning. We also participate in supermarket voucher schemes to supplement our smaller items of hardware such as microphones and Beebots.

Development of software: We annually review our software provision and currently have an excellent range of programmes to support learning in the core subjects and some foundation subjects throughout school. Learning leaders for all curriculum areas are responsible for investigating and purchasing software which will support teaching and learning in their subject and across the curriculum. They are also responsible for creating a bank of web-based resources on the desktop of the computers in the Computing suite. Any software identified should be purchased initially on evaluation, demonstrated to staff and then purchased if appropriate.

The safe disposal of redundant computers: Equipment is collected and disposed of for free and in compliance with Gloucestershire County Council requirements - including destruction of hard drives.

Other procedures which may be considered by Benhall Infants include:

- Sale to parents/pupils at very low prices;
- Free distribution to pupils/parents;
- Donation to charities
- Safe disposal via local companies (RRIT)

Accessibility and Safeguarding Statement

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section. We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is

committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.

Learning Leadership Teams

Our school is made up of small teams called 'learning leaders'. These are groups of 2 or 3 staff members. The learning leaders will provide professional leadership and management for their particular subject(s) and will ensure that it is managed and organised so that it meets the aims and objectives of the school. Personal development of staff and training needs will be discussed and addressed. The learning leaders will aim to meet the training needs of all staff.

The learning leaders will monitor the subject by:-

- 1) Scrutinising planning.
- 2) Scrutinising examples of children's work.
- 3) Monitoring and analysing progress data.
- 4) Observing Teaching and Learning and providing clear, constructive feedback.