

Hassocks Infant School Computing Policy

Rationale:

The use of computers and computer systems is an integral part of the National Curriculum 2014 and knowing how they work is a key life skill. Hassocks Infant School provides a broad, balanced and exciting Computing curriculum which enables children to become digitally literate and participate fully in the modern world. Thinking skills, creativity and problem solving are already at the heart of teaching and learning at Hassocks Infant School and within our Computing curriculum children will be provided with exciting learning opportunities which utilise these skills. Hassocks Infant School starts children on their journey towards understanding a world of computing, developing essential lifelong learning skills and building their potential to not only become computer programmers, but to be all kinds of creators and inventors of the future. The purpose of this policy is to state how the school intends to make this provision.

Our goal is to generate pupils who are independent, confident and responsible users of ICT in order to prepare them for life in a fast moving ICT rich world. We aim to further develop the potential ICT and Computing has upon teaching and learning, thus making a significant impact on both our pupils and staff.

The school believes that IT, computer science and digital literacy:

- are essential life skills necessary to fully participate in the modern digital world
- provides access to a rich and varied source of information and content
- communicates and presents information in new ways, which helps pupils understand, access and use it more readily
- can motivate and enthuse pupils
- offers opportunities for communication and collaboration through group working
- has the flexibility to meet the individual needs and abilities of each pupil

Our Aims:

- All children will be provided with a broad, balanced, challenging and enjoyable curriculum
- Children will develop IT skills and gain confidence in operating a range of digital tools
- Children will develop Computer Science knowledge and understanding. They will begin to explore programming and computational thinking to become creative, logical, critical thinkers, who reason systematically and work collaboratively
- Children will understand some of the risks associated with using digital tools, games and the internet. They will be aware of how to minimise these risks including following an E-safety policy
- Children will develop their digitally literacy. They will begin to express themselves and develop their ideas through information and communication technology
- Children will use information technology and digital tools appropriately across the curriculum to support and enrich their learning

- Children will think about digital tools in their lives and in the wider world and begin to understand the capabilities and limitations of information technology and the implications and consequences of its use
- Children will have fun, tinker and think creatively with digital tools
- Children will be inspired, ask questions and experiment
- Children's thinking and reasoning skills, risk taking and innovation will be enriched

Teaching, Learning:

At Hassocks Infant School the children are provided with a broad and balanced Computing Curriculum which encompasses the three strands of the National curriculum – Computer Science, Information Technology and Digital Literacy. This will be achieved through lessons that incorporate ideas from across the Computing curriculum strands for example children may learn how to choose appropriate photos (Digital Literacy) whilst creating an informative poster (Information Technology) as well as lessons that focus on explicit concepts within a particular strand of the curriculum. Hassocks Infant School also recognises the potential for Computing to both be taught through and enrich other curriculum areas and where appropriate teachers will adopt a cross curricula approach. Computing will be taught through engaging, motivating and often practical inputs across a range of learning contexts including;

- whole class teaching with Teacher/ pupil modelling
- workshops allowing children the time to think deeply and reflect on their learning
- collaborative exploration and tinkering with digital tools
- unplugged activities that explore Computing concepts without the use of digital tools
- opportunity to practise and develop Computing skills, knowledge and ideas through self-initiated learning

Planning:

We use elements of 'Rising Stars, Switched on Computing 2014' to inform our planning. This scheme of work covers all strands of the Computing National Curriculum, including programming and computational thinking. The scheme also embeds E-safety to ensure safe and responsible use of technology. In line with our creative, flexible and progressive approach to teaching we may also look for more innovative and creative ways to deliver the Computing curriculum and call upon the wealth of resources now available online. Because we believe children learn best when they can take part in first-hand meaningful activities children's own experiences and interests will also be considered during the planning process. Clear Learning Objectives are provided for every Computing session and where appropriate the children will be involved in creating the Success Criteria. Children will be given the opportunity to ask questions to ensure they understand the learning and be given time to complete tasks and assess their own and their peers' achievements; as always planning will be linked to both formative and summative assessment.

- Long Term Plans and Curriculum Maps give a rough outline of how the Computing programme of study will be covered in each year group across the academic year

- Medium Term Plans identify learning objectives and skills that are intended to be taught during a half term. They also indicate the links to other curriculum areas.
- Short Term Weekly Plans highlight the Learning Outcome, Success Criteria and details of individual sessions and show how we intend to differentiate and assess.

Differentiation:

At Hassocks Infant School we recognise that all classes have children with widely differing needs and experiences. This is especially true when some children have access to digital technologies at home, while others do not. We provide suitable learning opportunities for all children ensuring that all children can experience a challenge and are able to take risks without fear of failure. We may;

- Set common tasks which are open-ended and require a variety of responses, including problem solving and creative and analytical thinking
- Set tasks of increasing difficulty, evidenced in planning through differentiation and expected outcomes
- Provide appropriate adult or peer to peer support to scaffold learning and to aid the work of the individual or group

Assessment:

The Computing Programme of Study sets out broad learning statements that should be achieved by each pupil at the end of Key Stage 1. Teachers are aware of the expectations at the end of each year and the Computing Co-ordinator will review these assessments and feedback to teachers where appropriate. Evidence will be gathered in a range of ways, including;

- Within each year group three children, with a range of needs and experiences, will be chosen. Each teacher will gather photos, quotes and a range of work examples for the child in their class. This evidence will be stored in the 'Focus Child' section of their assessment folder.
- Additional photos and examples of work may be saved on our school network
- Teachers will use their own knowledge of children's capabilities when making assessments

Foundation Stage

Whilst the Early Years Curriculum guides the teaching of technology in Reception classes, Hassocks Infant school recognises that young children today live in a fast-paced digital world and that many children have experiences far beyond that documented in the current curriculum guidance. This ensures teaching of technology in Reception classes is not only relevant to the lives of children today but also prepares them appropriately for Key Stage 1 Computing curriculum content.

As with all quality Early Years teaching Hassocks Infant School aims to teach technology and computing to young children in meaningful and engaging ways. For example children may be introduced to iPad skills and vocabulary through quality texts, learn how to give precise instructions through a pirate themed learning project or begin to understand E-safety through singing and actions. Children also have the opportunity to explore a range of digital tools such as desktops, digital cameras, Interactive Whiteboards and floor robots during their self-initiated learning, this

allows children the time to practise previously learned skills in their own time and discover the possibilities and limitations of technology for themselves.

Resources

Within each year group children have access to desktops, iPads, digital cameras, and an interactive whiteboard. Further digital tools, such as floor robots, sound recorders, digital microscopes and video cameras are accessible across the school. Computing resources are continuously monitored to ensure access to quality equipment and resources do not become a barrier to teaching and learning.

Safeguarding

At Hassocks Infant School we strongly believe that all children will learn best in an environment in which they feel safe. All members of staff are aware of the potential risks and take every step possible to ensure the safe and responsible use of digital tools and information technologies. (See E-safety Policy and Acceptable Use Policy (Pupils and Staff))

Roles and responsibilities

- The Computing Co-coordinator is responsible for setting an action plan, linked to the development of the subject and monitors all aspects of teaching and learning across year groups. They are also responsible for supporting colleagues in the teaching and learning of Computing
- The teachers are responsible for following all aspects of the Computing policy and make every effort to ensure the safety of children using digital resources
- The Computing Technician is responsible for maintaining and repairing resources

Policy written: January 2018

Next review date January 2021 or when deemed necessary