

GRINDON INFANT SCHOOL



Computing Policy

Rationale and Aims

At Grindon Infant School we believe that a high-quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. The core of Computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

We aim to:

- ensure all staff and pupils are confident, competent and independent users of technology
- use technology where appropriate to ensure pupils are motivated and inspired in all areas of the curriculum
- develop pupils ability to use technology appropriately and choose software suitable for a particular task
- provide continuity and progression in Computing skills
- meet the requirements of the National Curriculum as fully as possible and help all pupils achieve the highest possible standards of achievement
- to ensure pupils are challenged in their use of technology and are provided with exciting, creative ways in which to share their learning
- to use technology as a form of communication with parents, pupils and the wider community.

Objectives and Targets

Foundation Stage

Technology is embedded throughout the Foundation Stage curriculum.

Key Stage One

By the end of Key Stage One pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Method and Approaches

Coordination

Computing education is coordinated throughout the school by the Computing coordinator.

Delivery

Computing will be taught by using teaching approaches that are appropriate to different learning styles.

- as part of the National Curriculum and Foundation Stage
- through planned, time-tabled lessons that are based on the National Curriculum
- through spontaneous research/enquiry tasks
- leading a group or class discussion about the benefits and limitations of technology
- collaborative writing and design work in groups
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Equality of Opportunities

Teaching approaches that provide equality of opportunity include:

- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access or activities with appropriate support, aids or adaptations
- ensuring that boys and girls are able to participate in the same curriculum and take into account the interests and concerns of boys and girls by using a range of activities and contexts for work.

Special Educational Needs and Disabilities

All pupils with SEND who are taught in a mainstream school have the same entitlement as other pupils with regards to computing. Thus materials should take account of the abilities of these children and activities be appropriately set for them.

Access to Computing

A suite of 16 computers is available in the ICT Suite and they form a network of PCs.

A set of 20 ipads.

A set of 12 laptops.

A range of educational programmes, e.g. 2simple, Busy Things, Purple Mash etc., have been installed on the school's network.

All KS 1 classes are time-tabled for a minimum of 1 hour per week in the ICT suite. Reception access the ICT suite in the Summer term.

Health and Safety

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others to explain the steps they take to control risks
- Refer to Online Safety policy.

Assessment

Computing will be assessed using formative assessment. Formative assessment will happen during computing lessons and will be used to inform future planning. Differentiation in set tasks, as well as the outcome for pupils will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is ready to acquire more. Learning objectives will be printed off for each block of work and highlighted.

Staff Training

Training needs are identified by individuals and reflect the needs of the school.

Reviewing the Policy

The policy will be reviewed every 2 years in line with school policy and presented to the Governing Board for approval.

Internet Access Policy

Responsibility for the development and management of the Policy

Our Internet Access Policy has been developed by the Head Teacher and Computing coordinator after consultation with the staff. It has been agreed by the staff and approved by governors.

The purpose of this policy

- Staff and pupils need to be aware of the potential risks and their responsibilities in ensuring risks are kept to a minimum and are dealt with appropriately if they arise.
- This policy ensures that everyone working in school is aware of their responsibilities in reducing these risks, both by helping pupils to become responsible users of the Internet but also in ensuring that incidents are dealt with quickly and consistently.

How does the Internet benefit education?

Resources and opportunities available via the Internet are essential in the process of raising educational standards, promoting pupil achievement, support the professional workplace, develop staff skills, and enhance management information and business administration systems. Other benefits for education include:

- access to world-wide educational resources including museums and art galleries
- educational and cultural exchanges between pupils world-wide
- cultural, vocational, social and leisure use in libraries, clubs and at home
- access to experts in many fields for pupils and staff
- professional development for staff through access to national developments, educational materials and good curriculum practice
- communication with support services, professional associations and colleagues
- improved access to technical support including remote management of networks
- exchange of curriculum and administration data with the LA and DfE.

How will pupils be taught to use the Internet?

- Pupils will be taught what is acceptable and what is not acceptable and be given clear objectives for Internet use.

- If staff or pupils discover unsuitable sites the URL (address) and content must be reported to the IT Help Desk and an Internet Incident report should be completed where applicable.
- Pupils should be aware that people posting information on the Internet usually have an interest in promoting a specific point of view.

Email

- Pupils may only use group email accounts on the school system when working with a member of staff.
- Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in email communication.

Management of the school website

- The point of contact on the web site should be the school address, school email and telephone number. Staff or pupils' home information will not be published.
- Website photographs that include pupils will be selected carefully and parents must give signed consent for children's photos to be published.
- The website will be managed by the Head Teacher who takes responsibility for ensuring quality and accuracy of all information.
- The Head Teacher will ensure that the site conforms to the Internet Access policy.
- The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

Chat rooms, user groups and news services

- Pupils will not be allowed access to public or unregulated chat or news rooms.

Considering access to new communications technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used during lessons or formal school time.
- The use of mobile phone and PDA cameras is expressly forbidden in school.
- Parents, pupils and staff must all refrain from discussing the school, uploading photographs of/or related to the school on social media websites (including Facebook, Twitter etc.).

Dealing with incidents and managing filtering services

- Some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor the

authority can accept liability for the material accessed, or any consequences of, Internet access.

- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.
- The Head Teacher and Computing coordinator will ensure that the Internet policy is implemented and compliance with the policy monitored.

Introducing the policy to pupils

- Rules for Internet access will be posted near all working areas that have access to network resources.
- Pupils will be informed that Internet use will be monitored.
- Instruction in responsible and safe use should precede Internet access.
- School encourages children to use the staying safe guide. Cyber bullying is not acceptable, and pupils are asked to inform an adult if they feel uncomfortable and unsafe.

Consulting Staff

- All staff must read and sign the terms of the 'Staff Acceptable Internet Use Policy' before using any Internet resource in school.
- All staff including teachers, supply staff and support staff, will be provided with the School Online Safety Policy: and its importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff training in safe and responsible Internet use and on the school Internet policy will be provided as required.

Complaints

- Responsibility for handling incidents will be delegated to a senior member of staff.
- Any complaint about staff misuse must be referred to the Head Teacher.
- Sanctions available include:
 - interview or counselling by staff
 - informing parents or carers
 - removal of Internet or computer access for a period of time.

Use of phones by parents

Parents/visitors are advised to switch off mobiles phones on entering the building school. No parent/visitor may use a mobile phone to take photographs of children, without prior consent, to safeguard the welfare of all children and avoid data protection issues with regard to inappropriate capture, use or distribution of images.



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Author's Name	Grindon Infant School
Review Date	May 2025

Date Ratified by Governing Body	May 2023
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SIGNATURES:

Head Teacher	
Chair of Governors	