



St Faith's

Church of England
Infant and Nursery School

Computing Policy

This policy should be read in conjunction with the Lincolnshire Schools Online Safety Policy and Guidance – Version 1 June 2010, the School's own Online Safety policy and the school's Staff and Pupil's Acceptable Use of COMPUTING Policy.

Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils. We recognise the importance of computing in preparing children to participate in a rapidly changing world in which many activities require knowledge of technology to access information. In more specific ways, the teaching of computing can contribute to learning across the curriculum and promote the development of the key skills underpinning our values.

Vision for teaching

The teaching of computing is lively and engaging, involving a blend of imaginative approaches that direct the children's learning. The children are provided with good support but are also encouraged to work independently with confidence when required. The children will also be encouraged to initiate their own learning, using and applying skills that they have acquired. The pitch and pace of lessons ensure that the children make good progress as teaching expectations are high. A strong interdependence of spoken language, reading, writing and maths underpins our provision. Over time, children are taught to recognise their attainment and the progress they have made through quality feedback. They are given opportunities, with adults, to identify and review their targets for learning and teaching is based on accurate assessment of pupils' prior skills, knowledge and understanding. Support is put in place for children making less than good progress or to address the needs of children with SEND.

Nature of subject

Computing enables children to understand and change the world through computational thinking. Computing ensures children become digitally literate therefore have the skills and tools that can be used to enhance other subject areas in the curriculum. It is a unique method of communication that allows for investigation and control and enables pupils to handle, record, retrieve and receive information in an alternative way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and active participants in a digital world.

The National Curriculum for computing 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
- Are responsible, competent, confident and creative users of information and communication technology

Entitlement

EYFS

Technology has been removed from the EYFS curriculum, as a standalone strand, however using technology to explore the environment, learn about the world around them and to see how things work are still an important part of a child's development. We live in a digitally connected world and our youngest children are growing up in a digital world so will naturally be surrounded by the foundational skills to help them on their learning journey. Children regularly take part in E-Safety activities and the whole school events for E-Safety day.

Key Stage 1

Opportunities are given to involve computing whenever possible, whatever the subject or child's ability using Cleverscreens and iPads situated in classrooms. Children are taught through hands on experiences to learn basic handling skills using a variety of equipment and software. They are encouraged to examine and discuss their experiences of computing and look at the use of computing in the outside world. The children are taught how to find things out, develop ideas and make things happen, exchange and share information and review/modify/evaluate work as it progresses using their knowledge, skills and understanding.

The children are taught the knowledge, skills and understanding through the breadth of study which includes working with a range of information presented in different ways, exploring a variety of computing tools and talking about the uses of computing.

Implementation

All teaching staff are responsible for the delivery of computing with reference to this policy. All children will have equal access to all aspects of computing.

The programmes of study set out in the National Curriculum form the content of the school curriculum for primary computing and the activities which children undertake are planned from these. Some of our content is subject specific, whilst other content is combined and embedded across the wider curriculum, for example researching endangered animals or space or choosing the most suitable program to create a piece of art.

All computing activities are planned to develop skills in handling equipment and software confidently and with purpose. Teaching, and then monitoring, children's correct handling of equipment is important and time should be taken to teach children the basic mechanics of the keyboard and computer before embarking on more complicated tasks. Opportunities are given to use a variety of information sources and computing tools to solve problems and fulfil tasks.

Teachers should plan activities using the Teach Computing resources that focus on the development of computing capability in its own right. Children will be encouraged to use computing language and enhance their computing vocabulary.

Health & Safety

When working with tools, equipment and materials in practical activities and in different environments there must be consideration of the risks and steps taken, if necessary, to control the risks. Lighting and the encouragement of correct seating has been implemented when using technology and when moving around the area with a portable device.

All children and Parents complete an Internet Safety agreement on entry to the school. The School has taken part in an Online Safety audit, and accesses Online Safety training for staff as well as providing Internet safety advice.

Assessment

Teachers will use differentiation to meet with the needs of individual children.

Computing skills may be noted on class assessment grids. Children in EYFS will have their skills recorded through the use of Tapestry. Teachers will make cross curricular comments due to technology not being a standalone strand.

In this subject, we use two main types of assessment to help us to support all pupils in their achievement:

1. In school formative assessment is our day to day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence and is used to guide the teachers planning for the next lesson.
2. In school summative assessment is usually carried out at the end of a topic or a term. This can be in the form of the above, or in the form of a quiz or an independent task or activity. It measures what particular level a child has reached in their learning and whether they are below, at or above the nationally expected level for their age.

In this school, we track attainment across each year group in 3 stages: working at age related expectations, working below and working above. This information is recorded onto the school's tracking system and discussed amongst staff to identify any less effective areas of the curriculum, or pupils who need additional support and intervention.

Monitoring and Evaluation

Monitoring of teaching and planning of computing will be carried out by the subject co-ordinator. Written feedback is given where necessary and any issues arising in terms of staff in-service training and any additional resources will be addressed.

The subject Coordinator will also be responsible for auditing and monitoring resources while liaising with the computer technicians.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primarystate.net/safeguarding-information-and-policies/>.

Review (Please also see the Online Safety and Twitter Policy)

Approved by the governing body on:-	January 2024
Signed (Governor)	
Signed (Subject Leader)	Gemma Wallis
Review Date	January 2026