Phoenix Infant and Nursery School Computing Policy



Aims

Phoenix Infant and Nursery School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims:

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- Instill critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technology solutions for forging better home and school links.
- Utilise computational thinking beyond the Computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding and Online Safety

Online safety has a high profile at Phoenix Infant and Nursery School. We ensure this profile is maintained and that pupil needs are met by the following:

- A relevant up-to-date online safety curriculum which is progressive from Early Years to the end of Year 2.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Planned pupil voice sessions and learning walks steer changes and inform training needs.
- Pupils, staff and parents have Acceptable Use Policies which have been read and signed.

- Through our home/school links and communication channels, parents are kept up to date with relevant online safety matters, policies and agreements. They know who to contact at school if they have concerns.
- Robust filtering and monitoring systems using Securly are in place for all our online access.

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work for KS1. To support the mixed year group classes, we operate on a two year planning cycle to ensure that learning is not repeated and clear progression is in place for all children. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing and gives excellent supporting material for less confident teachers. Our Foundation Stage children have access to Purple Mash resources for Early Years and use these alongside opportunities for exploring technology through their continuous provision.

Early Years

We aim to provide our pupils with a broad, play-based experience of Computing in a range of contexts.

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage One Outcomes

- 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.
- 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.

Assessment

Although there are no specific Early Learning Goals focusing on technology within the EYFS, the cross curricular nature of Computing provision in EYFS means that pupil attainment can be assessed through the EYFS framework. In Key Stage One, teachers use the progression maps to make both formative and summative assessments of the children's skills and achievements. Formative assessments will feed into planning allowing teaching staff to provide scaffolds and support where needed to ensure each child achieves their full potential. Summative assessments

are made at the end of unit where children will be assessed to be working towards, working at or working at greater depth of the expected standard for their year group.

Examples of the children's work and photographs of their achievements can be found in each class floorbook, on the curriculum pages of the school website and shared in each class Seesaw (KS1) or Tapestry (EYFS) page which helps to consolidate the home school link and inform parents of the learning that is taking place in school.

Resources

- A range of resources is available which successfully supports delivering the Computing curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Computing Leader.
- Audits of school resources are conducted annually by the Computing Leader, which informs bidding for budgets allocations.
- The Computing Leader keeps up to date with the latest technology resources and will make informed decisions about possible procurement of them through their own research.

Inclusion

We aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with SEND and EAL speakers. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day.

Monitoring, Evaluation and Feedback

Monitoring standards of teaching and learning within Computing is the primary responsibility of the Computing Leader. All teachers are expected to document evidence of what is being taught in floorbooks, on the school website and on Seesaw (KS1) or Tapestry (EYFS). Details of monitoring and evaluation schedules can be found in the Computing Action Plan and School Monitoring Schedule.

Monitoring will be achieved through:

- Work scrutiny
- Learning walks
- Observations
- Pupil voice
- Teacher voice
- Reflective teacher feedback
- Learning environment monitoring

Evaluation and Feedback will be achieved through:

- Using recognised standards documentation for end-of-year expectations.
- Using recognised national standards for benchmarking Computing provision in primary schools.
- Written feedback on evaluation of monitoring activities to be provided by the Computing Leader in a timely manner.
- Feedback on whole school areas of development in regard to Computing to be fed back through insets/AOB/staff meetings.

Roles and Responsibilities

Due to technology extending beyond the National Curriculum for Computing, there are key roles and responsibilities specific members of staff have.

Head Teacher

- Monitoring the implementation of the Computing Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Computing policy, Safeguarding policy and Computing Leader's Action Plan.
- Securing technical support service contracts and infrastructure maintenance contracts.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Creating in conjunction with the Computing Leader, a long-term vision for Computing which includes forecasted expenditure and resources.
- Monitoring the performance of the Computing Leader in respect to their specific job role description for Computing.
- Ensuring any government legislation is being met.

Computing Leader

- Raising the profile of Computing.
- Monitoring the standards of Computing and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Computing.
- Maintaining overall consistency in standards of Computing across the school.
- Reporting on Computing at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest educational technology initiatives.
- Using nationally recognised standards to benchmark Computing.
- Creating Action Plans for Computing and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Computing curriculum and developing it as needed.

- Working as needed with the SENCO/Head Teacher to ensure online safety provision is above adequate and all legislation is in place.

Technician (Provided by ATOM)

- Conducts routine scheduled maintenance/updates on systems.
- Supports the administration and set-up of online services including the school website.
- Fixes errors/issues with hardware and software set-up, prioritising as needed.
- Routinely checks school filtering, monitoring and virus protection.
- Maintains network connectivity and stability.
- Sets up new hardware and installations.
- Supports the Computing Leader and Head Teacher with future infrastructure needs and associated projected costs.

Health and Safety

Phoenix Infant and Nursery School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety. Both staff and pupils are trained to handle electrical equipment correctly including how to power off and on. Pupils are reminded about the dangers of electricity and the danger signs to look out for. Adequate displays and warning signs are strategically placed around the school to reinforce health and safety.