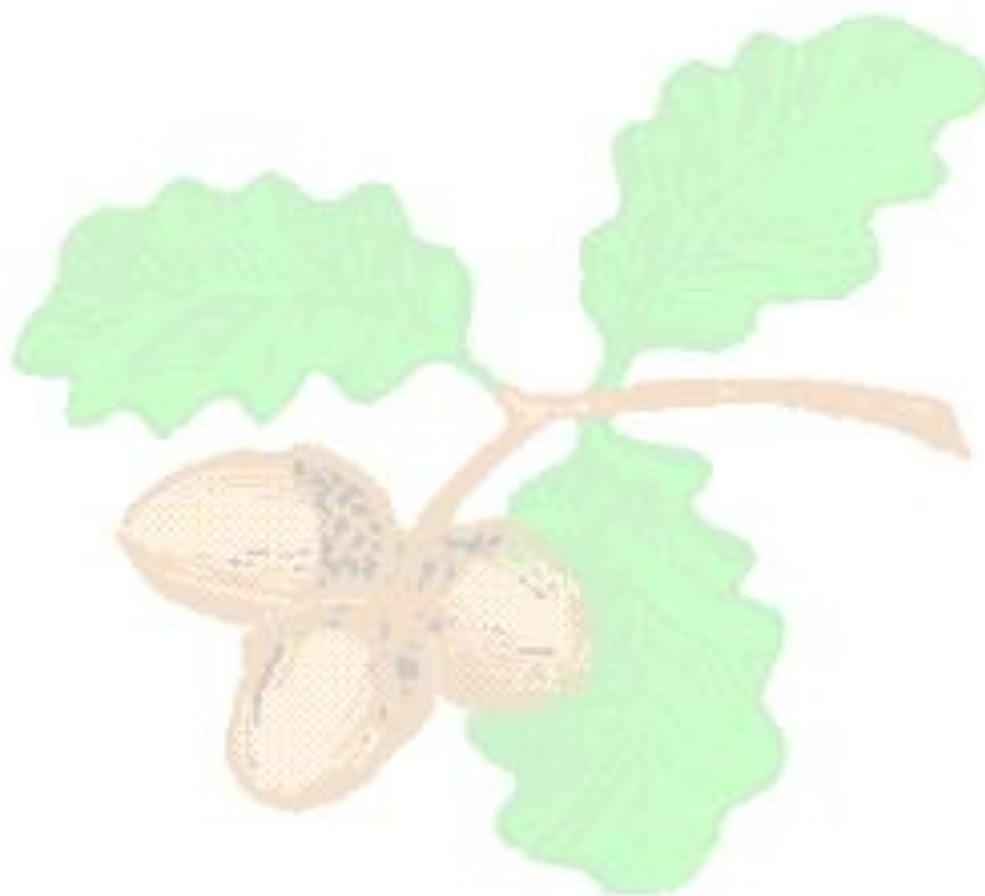


**CHURCHFIELDS INFANTS' SCHOOL,
NURSERY UNIT
& LANGUAGE FACILITY**



COMPUTING POLICY

2016

Churchfields Infants' School, Nursery Unit and Language Facility

Computing Policy

Curriculum

EYFS

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

Children are able to complete a simple program on a computer. Children during the EYFS stage, are able to use ICT hardware to interact with age-appropriate computer software.

The school supports children to coordinate their actions to use technology effectively, through teaching and encouraging children to click on different icons to cause things to happen in a computer program.

We draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision.

Children recognise that a range of technology is used in places such as homes and schools. Children are able to select and use technology for particular purposes.

[Development Matters in the Early Years Foundation Stage \(EYFS\)](#)

Key Stage 1

The school has involved planning and teaching of activities more cohesively with the half term's topic work; whilst ensuring coverage of the National Curriculum objectives. Children still have regular and plentiful opportunities to develop their skills in word processing, data handling, creating pictures and multimodal texts, researching and locating information. Staff have appreciated teaching Computing in a more relevant and meaningful context. New resources to aid teaching and learning in the classroom include iPads, Beebots and BlueBot bluetooth robots.

[National Curriculum Computing \(revised 16 July 2014\)](#)

Sharing good practice

We have also received requests from the borough to deliver and showcasing the organisation of Fronter and outlining the stages we have gone through to make our use of the MLE so successful.

Aims

By then end of KS2

Children are taught to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic algorithms and data representation.

Children 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.

[National Curriculum Computing \(revised 16 July 2014\)](#)

CPD

A staff Inset has been held by Mark Ashton Pearson Consultant, to support staff with updating their class MLE (Fronter) pages. Regular after school sessions are facilitated on the use and update of Fronter.

ActivPrimary boards are used daily by all teachers in order to make teaching more effective for all children. Borough training has also been provided in school for our NQTs on the use of Fronter and also to support the new COMPUTING co-ordinator as increased responsibilities are taken on. The co-ordinator regularly attends relevant courses.

Managed Learning Environment (MLE)

Our website is regularly used by parents and staff. The school has continued to use text messaging, the school's website, Newsletter and the MLE for the majority of communications with parents. Parents and children are encouraged to use the site from outside of the school premises. The MLE has continued to be incredibly successful with the majority of parents, children and staff making good use of the opportunities that the MLE presents. There are very clear links between learning at school and extending learning to the home.

We have continued to use the MLE widely to support the teaching and learning both in school and at home. Advice was given to the parents about using the MLE.

The school's website and MLE are regularly updated. Laptops have been purchased to enable staff access to the server and their own desktops, during weekly PPA times. Regular usage of LCD's in the hall assist teaching for a range of subjects and/or assemblies.

We have been asked to share our good practice with neighbouring authorities.

Equal Opportunities and Inclusion

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Setting suitable differentiated challenges: Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard which will be acknowledged through KS1 assessment. Teachers should use the agreed appropriate assessment, in order to set targets which are deliberately ambitious. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

SEND

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability code of practice to be clear about what should be done to meet their pupils needs, in teaching, learning and assessment.

EAL

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in computing as in all subjects.

E-Safety

As aforementioned, teachers will ensure that all children: use technology safely and respectfully, keep personal information private; identify where to go for help and to support all children, when they have concerns about content or contact on the internet or other online technologies. The Computing Co-ordinator is responsible for informing all teachers about new E-Safety requirements in meetings or during Inset.

[National Curriculum Computing \(revised 16 July 2014\)](#)

Assessment and Reporting

We use assessment to inform and develop our teaching. We give feedback verbally to children and observe and record their activity in the Early Years Foundation Stage.

Staff assess children's level of attainment at the end of the key stages and report this to parents in line with the school reporting procedures.

Monitoring and Evaluation

The Computing Co-ordinator is responsible for monitoring the implementation of the Policy as deemed appropriate, by: monitoring planning, to ensure it reflects the Scheme of Work; monitoring lessons (where possible) and giving feedback to the teacher; discussing standards in Computing with the Head teacher and SLT.