Bidbury Infant School

Computing Policy

Rationale

At Bidbury Infant School we believe that Computing skills are essential for both life and learning.

We believe that Computing is a fundamental way of developing people's capacity to enhance and support learning. We want to enable both staff and children to use Computing confidently to support learning and teaching through the appropriate use of a wide range of tools and software.

We recognise that through Computing children and staff will be equipped to participate in a rapidly changing world where work and leisure activities are increasingly being transformed by technology. We also believe that Computing skills are a key factor in enabling children to be confident, creative and independent learners.

Purpose of Policy

- To identify the need for and aims of Computing at Bidbury Infant School.

- To highlight the need for Computing to be used in all areas of the curriculum to enhance learning

- To ensure common practice throughout the school and the development of common, agreed standards.

Aims/Principles

We aim to:

- Enable children to become autonomous, independent and safe users of Computing, gaining confidence and enjoyment from their Computing activities

- Enable children and staff to be safe users of Computing

- Develop a whole school cross-curricular approach to Computing ensuring continuity and progression in all strands of Computing

- Use Computing as a tool to support learning, teaching and management across the school

- Ensure Computing is used, where appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities

- Maximise the use of Computing in developing and maintaining links between other schools and the local community, including parents and other agencies

Objectives

To fulfil our schools aims and principles we will:

- Ensure children have access to a wide range of C Computing resources
- Ensure that Computing is taught for a purpose and cross curricular links are fully exploited
- Ensure that resources are used effectively and to their full extent
- Make sure that resources and equipment are kept up to date as much as possible
- Make sure that staff skills and knowledge are kept up to date
- Children are regularly given opportunities to consolidate their skills in all areas of the curriculum

Children will be taught to:

- Use Computing to find, explore, select and use information
- Use Computing for effective and appropriate communication
- Present information in a variety of ways
- Monitor and control events and devices, both real and imaginary
- Exchange and store information
- Review, modify and evaluate their work as it progresses
- Apply their Computing skills and knowledge to their learning in all areas of the curriculum
- Use Computing to develop their language and communication skills
- Understand the risks associated with Computing
- Use Computing technology safely

Curriculum

Organisation

Opportunities exist throughout the curriculum for promoting the use of Computing. Computing skills and knowledge are taught through all other curriculum areas, as well as stand alone discrete lessons, i.e. the internet and CD Roms can be used for historical, scientific or geographical research; data handling software can be used in areas such as

Science and Numeracy. All forms of Computing skills can be used in all other curriculum areas.

Long Term Planning

Long Term planning consists of a progressive list of Computing skills which have been organised in key stages. The long term planning also ensures there is progression and differentiation in all areas which also enables year groups to support children with SEN by looking at lower or higher level aspects of each skill. *See Curriculum Skills overviews for further information and the Curriculum and Planning Policy.*

Medium/Short Term Planning

The skills which are being focussed upon are taught discretely, with an expectation of a minimum of one lesson per fortnight. This is to ensure that there are regular opportunities for modelling and highlighting the key skills being focussed upon. Additionally, all children will be given opportunities to practice the focus skills at some point during the half term. These opportunities will be linked to another curriculum area. It is not necessary that all children practice the skills in the same way or within the same curriculum area. For example, one group may practice using tables and the tab key by sounding out words on a phoneme frame while another group may use a table to list similarities and differences for two history artefacts. *See Computing Planning Booklet for further information.*

Assessment and Recording

- In each year group children's Computing capability is assessed regularly through teacher focused work and observation of child initiated activities and independent work

- In Year R the achievements of the children are recorded in the Foundation Stage Profile

- In Key Stage 1 the children are assessed in an ongoing manner throughout each year and at skill focus they are awarded a minus, tick or plus by each skill covered to show their achievement on a class record sheet. These are updated continuously throughout the key stage as skills are brought back into focus or are consolidated.

- At the end of each year a class grid is completed for each area of COMPUTING showing the level they are working within in each area. In Year R and Year 1 they show working within levels and set a predComputingion level for the following year. At the end of Year 2 the levels awarded are achieved rather than working within.

Resources

The school will enhance the provision of Computing resources whenever possible. An annual review of need is made so that a systematic updating of equipment is implemented and use of Computing equipment is monitored by the Computing Manager and the Leadership Team.

Currently each year group is equipped with:

- an interactive whiteboard, projector, laptop, tape recorder and digital camera in each classroom which is connected to the school server and internet

- Early Years have constant access to a pod of computers

- access to the Learning Platform

In addition all staff and children have access to a range of other Computing resources, including peripherals. These include:

- a rechargeable set of 32 laptops
- a group set of digital cameras
- a range of Roamers, Bee Bots and remote control toys
- a range of role play equipment
- Tuff cams, microphones, i-memos, microscopes, easi-speaks
- A wide range of software
- OHPs and related resources

See Computing Peripheral Equipment and Computing Software Booklets for further information.

Monitoring and Review

Monitoring Computing enables the Computing Manager and the Leadership Team to gain an overview of Computing learning and teaching throughout the school. This will assist the school with its self evaluation process, identifying areas of strength and those which require development.

Monitoring will be undertaken in the following ways by either the Computing Manager or the Leadership Team:

- through pupil interviews and work sampling
- observing Computing learning and teaching
- discussions with teachers
- monitoring standards annually using achievement data
- annual completion of position statement, which outlines strengths and difficulties from that year before producing an action plan for the coming year
- auditing equipment and its usage across the school

Health and Safety

The school follows health and safety advice in line with Hampshire County Council guidance.

Health and safety procedures include:

- no one will spend long periods of time working continuously on computers
- all staff undertake the e-learning course on the the use of DSE equipment
- computers must be at an appropriate height for the children and the children will be shown the correct way to sit
- care is taken to ensure all leads and cables are stowed away safely and securely
- adequate provision of electrical sockets for the equipment
- children are shown how to use all equipment safely, i.e. not looking directly into the light on projectors, removing batteries from remote control equipment
- see attached guidelines for further information

see also Health and Safety Policy and the Internet and E-safety Policy

Equal Opportunities

All children regardless of gender, ability, social and cultural background are entitled to be offered an Computing curriculum applicable to their individual needs. We will ensure this by giving all children equal access to the Computing curriculum and also by using software with different levels of access, specialist hardware and peripherals, as well as addition adult support when necessary. For those children demonstrating greater competency in Computing skills, provision will be made for them *(see SEN Policy, Able Child Policy, Learning and Teaching Policy)*

Staff Development

Staff skills are regularly audited to identify current capability levels. These audits are analysed and training provided to meet the needs of both teachers and support staff, this can be in-house training or locally provided. Training is provided for all new equipment and software which is being introduced into the school.

Written   October 2014
Reviewed   May 2021
To be reviewed May 2023

<u>This policy should be read in conjunction with the following policies</u>
- E-Safety
- Healthy and Safety

<u>Appendix 1</u>

Guidelines for Equipment Use

*Before equipment is used the children **must** have been taught how to use the equipment **safely** and **respectfully**.*

Using Equipment

<u>Prior to Use</u>

If any laptops or peripheral equipment is planned in for use this should be recorded on the forms in Year Two to ensure that it does not get double booked by another year group. It is also important that these grids are filled in as the Computing Manager will use them to monitor impact and use of resources. The forms list all equipment which will need to be booked out in advance (see Computing Peripheral Booklet).

On each occasion that any equipment is to be used teaching staff are responsible for checking the safety of the equipment. For example, the following should be looked at:

- cables are not trailing
- that any batteries being used are not corroded
- no wires are visible
- outer casings of equipment are intact, no cracks, sharp edges etc

<u>During Use</u>

Always consider whether the equipment being used is suitable for the children to use independently. If there is any doubt then children should be supervised using the equipment.

Children should **not** use teacher laptops at any time without adult supervision.

<u>After Use</u>

All equipment should once again be checked to ensure there are no:

- visible wires

- broken outer casings of equipment; no cracks, sharp edges etc
- batteries that are not working and need to be disposed of
- equipment has developed a fault of any kind

In addition the following should be undertaken:

- any equipment which uses traditional batteries (AA, AAA etc) should have the batteries removed (including Roamers).
  NB: For equipment which may be in continuous use some weeks (i.e. Bee-bots, remote control toys, Roamers) the batteries should be removed at the end of each week so they can be checked for corrosion.

- All equipment should be returned to the appropriate storage place (see list below) at the **end of each use**. If the equipment is needed again the next day it **still** needs to be put away to ensure others know where to find it should they need it later on the same day and to ensure that it is stored safely overnight.

Reporting Faults

<u>Technical Faults</u>

All faults should be communicated to the Computing Manager when they are identified. If the fault is minor the Computing Manager may decide to deal with it themselves immediately or later that day. If this is not possible then the Computing Manager will request that the fault is recorded in the Computing Faults book

The Computing Faults book is located in the Computing Manager's cupboard. For each fault the following should be noted:

- date fault was identified
- piece of equipment with the fault – e.g. what it is and it's number
- the nature of the fault

Faults of this nature will be dealt with when the Computing Manager has time. Larger issues should be logged with the School Admin Officer who will raise a HEAT call with our Computing Network provider.

Our Computing support team are Rocket and our lead person is James Bichard. You can log faults on the IT Request Tracker on each staff computer.

<u>Breakages/Poor Maintenance</u>

The following should be reported to the Computing Manager immediately:

- broken equipment

- equipment with safety concerns
- equipment which is missing, has not been stored appropriately

Storage

All equipment must be placed in the identified place at the end of each day after all checks outlined above have been undertaken

Equipment	Location
Teacher laptops	PPA Room (unless they are going home)
Spare laptops	As above
Notebook laptops	Placed back inside the rechargeable trolleys. The trolleys should then be placed in the Hall
COMPUTING peripherals • Roamers • Bee-Bots, • remote control toys, role play equipment • OHP resources • Tuff-cams, i-memos, flip mino cameras, Easi-speak, Easi-scopes, digital cameras (children's set). Story Phones • Easi-views • Portable Projector	 • Storage Boxes, underneath Year R computers • Drawers in Year R or Year 2 • Drawers/boxes in the appropriate year groups • Year 2 • Storage boxes in underneath Year 2 computers • One in each year group • Stock Cupboard