



## **Computing Policy 2024 – 2025**

### **Review at Autumn 2025**

#### **Purpose**

This policy is a statement of the aims, principles, strategies and procedures for the use of Information and Computing throughout our school.

The document is intended for

- All teaching staff.
- All staff with classroom responsibilities.
- School governors.
- Parents.
- Inspection teams

This Policy is stored on the School Server, Teachers Planning drive in the folder Computing and is uploaded to our school website.

#### **Introduction**

Computing impacts the lives of everyone. Through teaching Computing, we equip children to participate safely and effectively in a rapidly changing world where work and leisure activities are increasingly influenced by technology. We aim to enable children to be able to develop, create, test and improve basic computing programs for specific goals and applications. We enable them to find, explore, discuss, analyse, exchange and present information in interesting and diverse ways. Computing skills are essential in enabling children to be confident creative and independent learners.

#### **Aims**

Through the use and teaching of Computing, Stepping Stones aims to enable the children to:

- Safely use and develop technologies throughout the whole curriculum.
- Develop independent skills to safely find, select and use information.
- Use technologies to effectively and responsibly communicate and exchange information.
- monitor and control activities both real and imaginary.
- recognise the importance of personal information and confidentiality.
- apply hardware and software to create and explore.
- develop an interest and positive attitude towards Computing and technologies.



Through supportive subject leadership and peer support Stepping Stones aims to enable its teachers to:

- develop a positive attitude and gain in confidence in using a range of new technologies to enhance teaching and learning in line with the Computing Curriculum.
- understand the capabilities and limitations of Computing.
- to support staff in enhancing their teaching, management and administrative skills by utilising Stepping Stones computer-based systems across school.

## **Teaching and Learning Style**

The aims of Computing is to equip children to use computational thinking and creativity to understand and change the world. Our main emphasis of our Computing teaching is for individual or groups of children to use technologies to help them discover and explore and record whatever they are learning.

At Stepping Stones, we recognise that we have children across school with widely different Computing experiences and abilities. We therefore adapt our Computing teaching and deliverance to ensure all abilities and learning styles are effectively supported and challenged.

Throughout the teaching of Computing at Stepping Stones:

- Children may be asked to work and explore as part of a group or individually.
- Children and their tasks may be grouped based on interests or abilities.
- Inputs and support will vary due to tasks set and the confidence of the children.
- A range of outcomes may be expected from a class of children depending on abilities, confidence and interests.

## **Planning**

Stepping Stones Computing Curriculum has been developed in line with the curriculum expectations and this has been used as our guide for coverage and time allocations. We carry out Computing planning in two phases which are monitored and supported by the subject leader. (long term and short term)

Long term plans show the coverage of the computing curriculum. As a team we have decided to adopt the use of a scheme to ensure that all classes will have a consistent approach to teaching the subject. Long term plans can be found of the Teacher Planning Drive – Curriculum.

Short term plans: These are the plans provided by the scheme – Mr P ICT. Our teachers follow these plans and complete a learning log to identify the progress a child has made in that lesson. These are stored on the system.

## **Early Years Foundation Stage**

Computing opportunities in the Foundation Stage are provided in the following ways:

- Continuous provision e.g. Ipads with appropriate software based in the children learning environment alongside various other technologies such as listening devices in the book area.
- Enhancements – magnifier, camera in the exploring tray, calculator, till in the role play etc.
- Focused provision- adults to model use of technologies e.g. adult show how to programme blue bots, how to use appropriate software on devices, how to take photos of work etc.

## **Computing in other curriculum areas**

Stepping Stones has a large resource bank of computing equipment to ensure enhancements across the curriculum are available to both teaching and learning.

The use of class ipads to research and record findings in a range of ways supports children's interest and participation in subjects across the curriculum. Using available apps will allow children to create a digital learning journey whilst at Stepping Stones which can be instantly shared with home to support home to school links.

The use of interactive boards is used to enhance learning opportunities within the classroom. Class laptops are also available to ensure children use a range of computing equipment daily to support their confidence and exploration of computing across the subjects.

Age and ability appropriate apps are uploaded on to each class iPad set, ensuring daily skills in maths and reading are explored such as times tables, phonic support.



## **Computing to support inclusion**

The diverse computing curriculum is taught to all children across the school. We provide engaging and enhancing learning opportunities to children which meet their current ability and understanding within computing.

Computing technologies are used to support individualised curriculums to ensure all children within Stepping Stones access teaching and learning which is enhanced by computing.

## **Assessment and Recording**

We record and assess computing skills by making informal judgements as we observe and work with children in lessons, by marking work and considering digital recordings and commenting as necessary. We are implementing a new system using digital portfolios for the children to keep a record of their learning. Throughout the unit, each child is RAG rated against the LO and this is recorded on a learning log. These are completed for every lesson. We use these judgements as the basis for assessing the progress of pupils across school. This information can then be fed to their permanent school at the end of their placement.

## **Resources**

Stepping Stones has invested heavily in computing resources and equipment to enhance teaching across the curriculum. Each class has a set of 7 ipads, large interactive iboards fitted to each classroom and a class ipod for reflection and self-regulation strategies.

New resources purchased in line with the new computing curriculum will be introduced through staff meetings ensuring all staff are aware of these resources and how to use them successfully to ensure skill progression throughout the four classes.

All school ipads are set up with age appropriate and topic enhancing apps. It is the responsibility of the class teachers to update these apps in relation to their topic overviews and lesson plans.

All school computers, laptops and staff laptops are linked to the school server and have internet access. All school ipads have internet access.

We also use the Project Evolve resources to support with the delivery of e safety with the curriculum.

## **Use of computer and internet access**

The computer system is owned by the school and may be used by both children and staff to further their education and enhance their professional activities. The school recognises that technologies such as the internet, social network sites, email and blogging all have a profound effect on the children's education and future prospects.

The use of apps, software and hardware is to be monitored by all staff within classrooms and to be supported by the computing leader throughout the school year.

The school reserves the right to monitor, examine and delete files that may be held on its computer system or monitor any internet sites visited.

## **Internet publishing statement**

The school aims that our website reflects the diversity of activities, individuals and education offered at Stepping Stones. With this in mind we recognise the potential dangers linked to publishing items online and therefore, when considering material for publication the following principles should be considered:

- Names of children should not be published, especially in conjunction with photographic or video material.
- Parent/ guardian consent forms need to be provided before any child's image can be uploaded to the website or other online platforms. These need updating half termly- computing subject lead to ensure this is up to date and visible to all staff accessing online platforms.
- No link should be made between individuals and any home addresses.
- Consider any child protection issues and consider the anonymity of the presented work before publication.
- Online forums and website content to be uploaded by designated staff, who are aware of the principles outlined in this document and child protection/ e-safety policies.



## **Data Protection**

Any individual has the right by law to view information held about him or her on a computer system. Care should be taken about sensitive information concerning child protection issues etc. if a report is composed and printed on the system, it should be saved to password protected log ins, ensuring privacy. Any printed documents should immediately be placed in a secure location.

## **Care of Equipment**

All staff should ensure that all computing equipment:

- Is stored in a secure location at the end of each activity/ school day.
- All computers and devices to be logged off at the end of each activity.
- All computers, screens and ipads to be turned off at the end of each day unless stored in a charging trolley.
- All equipment to be returned to its allocated location.
- All technical faults or damages should be reported immediately to ED-IT using their online ticketing service. These will then be addressed when a technician next visits the school.

## **Roles of the computing lead**

The monitoring of the standards of the children's work and the quality of the teaching within computing is the responsibility of the computing lead.

- Updating of the computing policy to ensure it reflects current technologies and attitudes.
- Supporting the Technician in the maintenance of the equipment.
- Ensuring full coverage of the curriculum is being taught in all classes.
- Organising and distribution of computing resources to enhance the current curriculum.
- Termly updates to all staff within staff meetings, modelling skills progression and the use of new equipment.
- Maintain central resources (audited regularly) such as ipads, laptops, software masters, digital cameras, robots, green screens etc.
- Provide an annual action plan and financial plan to maintain an effective and developing computing curriculum.
- To liaise with other subject leaders regarding resources and purchases to enhance their subject areas.
- Monitor and keep up to date with computing developments and resources, attending training and accessing online support regularly.
- Raise and maintain the profile of computing across school.

## **Monitoring and Review**

The Computing Subject Leader will carry out monitoring in the following ways:

- Learning log scrutiny
- Pupil and Staff questionnaires
- work audits
- Audit of resources

The Computing Subject lead is Mr Hooper

Written policy: **November 2023**

Review of Policy: **Autumn 2025**