



## **COMPUTING POLICY**

### **EQUAL OPPORTUNITIES**

Croftlands Infant and Nursery School is committed to offering every child the opportunity to access all aspects of the curriculum regardless of race, religion, gender or ability.

In the specific area of Computing, equal opportunities are given to all children whether they have difficulties in learning, or less access to the computing equipment at home than the majority of their peers.

Particular applications of computing may be used for pupils with difficulties in learning to improve their motivation, concentration or to practise basic skills. The range of software presented to children should be appealing to both boys and girls alike.

### **RATIONALE**

With the continuing development of technology, Computing is becoming an even more significant feature in everyday life. New web sites are continuously being developed and published across the world, which can be accessed on the World Wide Web. Although many sites are very useful and informative, some sites may contain material that is inappropriate or be of an unsuitable nature to share with pupils or adults. As computing changes, the Computing co-ordinator will ensure we keep up to date with new national policies, developments and initiatives and ensure that relevant information is filtered to staff. It is our intention to develop an inclusive approach so that every member of the learning community develops their confidence and competence in using different areas of computing. A whole school approach is used, to teach pupils to use equipment and software confidently and purposefully, and to give pupils opportunities to develop and apply their Computing capability, across the curriculum, where appropriate.

### **AIMS**

Croftlands Infant and Nursery School aims to:

- Develop pupil's interest and enjoyment of Computing
- Motivate children, helping them to become more focused and improve their concentration
- Develop pupil's capacity to learn about, and observe the uses of, technology in the everyday world in which they live

- Develop pupils understanding of both hardware and software and give them the confidence to use them appropriately and safely
- Develop practical and logical skills in the use of computing systems and apply these skills to solve relevant and worthwhile problems
- Develop an understanding of the capabilities and limitations of systems
- Develop Computing as a tool for learning and investigating in all areas of the curriculum
- Give pupils the opportunity to access information and resources beyond school and the home environment by using the Internet
- Introduce children to the Internet in order that they may begin to understand that they can communicate with other children at home and in other countries
- Develop a rich range of resources as a tool for learning and investigating in all areas of the Curriculum
- Increase opportunity to involve their family.
- Ensure that all staff are equipped with the skills and knowledge needed to teach and use Computing effectively
- Make sure that staff are all aware of the issues regarding safety when using Computing (refer to H&S policy)
- Give all pupils the opportunity to access suitable sites on the internet in order to support their knowledge and understanding in other key areas of the curriculum
- Provide these opportunities without the risk of staff and pupils encountering web sites or information that may be of an unsuitable nature.

#### GUIDELINES AND CURRICULUM ORGANISATION INC. ACCESS TO THE INTERNET

The predominant mode of teaching Computing skills is via teacher demonstration to whole-class groups, followed by opportunities for pupils to apply the skill(s) demonstrated. Using an increasing bank of core computing skills, pupils can then use computing for the purpose of enriching and supporting their understanding of other curriculum areas.

During the teaching of Computing, pupils will be given opportunities to:

- Perform simple operations - such as starting up or shutting down hardware
- Use the internet and other information based resources to gather, enter and store information
- Retrieve, modify and evaluate their work
- Make efficient use of the keyboard and mouse
- Use a variety of applications to develop expertise in Computing
- Draft and refine work using a word processor
- Know when the use of Computing is appropriate

Be Caring  
Be Happy  
Always Do Your Best

- Become confident enough to elect to use different technologies
- Select an appropriate software tool, program or app for the task
- Investigate real and imaginary situations through the use of simulations
- Work co-operatively when appropriate

Cumbria County Council maintains a filtering system so that all identified unsuitable web sites are excluded from access. However, this system can only filter out identified sites and not protect against new ones.

Therefore, if children are given free access to search on the web for information it is still possible, even with the filter system, that pupils can access unfavourable material.

In order to ensure that everyone has safe and secure access to Internet, staff and pupils will adhere to the following procedures:

- Pupils will only go on-line to sites that have been checked by an adult and their use will be monitored.
- Pupils will only have access to web sites that have previously been selected by teachers, TAs or the Head teacher and stored under favourites. This will also ensure the quality of the websites used.
- **Children will not perform live searches unless a member of staff monitors the activity.**

## THE ROLE OF THE SUBJECT LEADER

The co-ordinator takes responsibility for:

1. Advising colleagues.
2. Organising training for individual members of staff.
3. Keeping up to date with new innovations.
4. Monitoring outcomes and the teaching and learning.
5. Reviewing the hardware.
6. Liaison with Miller Waite for the maintenance of the hardware.
7. Regular audits of computer consumables.
8. Using the allocated budget to maximum effect.
9. Coordinate editing of the website.

## PLANNING, TEACHING AND LEARNING

A progression of Computing skills are taught from Early Years to Year 2. Year groups choose to teach relevant skills associated with their topics. Past skills are revisited daily across all curriculum areas.

## MONITORING

The Computing Coordinator will monitor standards in the subject through:

- Lesson observations
- Work sampling
- Pupil interviews
- Assessments

Talk with teachers and pupils will ensure that the Internet is being used to its full potential.

The Computing Co-ordinator will also monitor the use of the Internet on a regular basis to ensure that correct procedures are being followed.

## HEALTH AND SAFETY

Relevant sections of the School Health and Safety Policy should be referred to. In addition the following points should be noted;

- All mains operated equipment will be set up and put away by adults, or under adult supervision
- Children will be positioned, as far as is reasonable, so that they can easily read the screen, and will be encouraged to avoid eye strain, by focusing away from the screen during extended computer activity sessions
- Computers should be switched off at the wall socket at the end of each day.
- All sessions on the computer are assessed to meet the DSE regulation requirements.

## MANAGEMENT OF COMPUTING

- The Computing support team from Miller Waite will be the first point of contact to troubleshoot operational ICT issues.