

Document Name	Computing Policy
Authors	Annette Guthrie
Date approved	
Current document	Version 1
Review Date	September 2025



LONS INFANT SCHOOL

Computing Policy

Curriculum at Lons Infant School

We believe that all children should have the opportunity to care for the world and each other, learn together and have fun doing so.

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence. We celebrate diversity and promote respect for our own, and the wider community.

Through our cross-curricular approach, children make links in their learning and become creative, critical thinkers.

Teamwork and a sense of responsibility are essential in achieving the positive attitudes that are needed for future learning and success.

Children leave Lons Infant School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure.

Introduction

Lons Infant 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.

The use of information and communication technology is an integral part of the National Curriculum. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Ashbrook Infant and Nursery School a wide range of technologies are used to enhance teaching and learning throughout the curriculum. It is our intention to empower pupils to acquire and develop the skills necessary to become competent, confident and creative users of technology and to appreciate how it supports learning.

Aims

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Provide technology solutions for forging better home and school links.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Utilise computational thinking beyond the Computing curriculum.
- Give children access to a variety of high-quality hardware, software and unplugged resources.
- 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.
- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).
- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.
- 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

Safeguarding: Online safety: to be read in conjunction with our Online-Safety Policy.

Online safety has a high profile at Purple Mash School for all stakeholders. 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 Year 1 to the end of Year 2.
- 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.
- Data policies which stipulate how we keep confidential information secure.
- A curriculum that is threaded throughout other curriculums and embedded in the day-to-day lives of our pupils.
- Pupils, staff and parents have Acceptable Use Policies which are signed and copies freely available.

- Training for staff and governors which is relevant to their needs and ultimately positively impacts on the pupils.
- Our online safety policy (part of our safeguarding policy) clearly states how monitoring of online safety is undertaken and any incidents/infringements to it are dealt with.
- Scheduled pupil voice sessions and learning walks steer changes and inform training needs. Filtering and monitoring systems for all our online access.

Lons Infant School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Online-Safety opportunities should be exploited in all appropriate lessons as well as taught discretely when necessary. On-line Safety teaching in EYFS is primarily based on 'Smartie the Penguin' resources and in KS1 'Kara, Winston and the SMART crew'. The resources address online privacy, information protection and security, online gaming, instant messaging and image and content sharing. In addition, age appropriate websites and stories are used to develop an understanding of online safety (such as Chicken Clicking by Jeanne Willis). In Nursery children learn the basics of Online-Safety in terms of building positive relationships and responsibility for their own and others belongings.

Curriculum

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 1 to Year 2. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with the 2Simple Computing Assessment Tool. Furthermore, it gives excellent supporting material for less confident teachers.

KS1 Computing:

The curriculum covers three core themes: Computer Science (CS); Information Technology (IT); Digital Literacy (DL)

By the end of KS1, pupils should be taught to:

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. Use logical reasoning to predict and computing the behaviour of 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.

It is intended that pupils in KS1 use technology as a facilitator to develop independence, both individually and collaboratively, with pupils being encouraged to choose the resources to achieve the desired outcomes.

Discrete skills teaching takes place alongside implementation of technology in the wider curriculum. It is the responsibility of class teachers to identify opportunities to link Computing to other areas of the curriculum, enabling pupils to use and apply their knowledge within context to ensure learning is more effective.

Technology in the Early Years:

Our early years practitioners provide a rich environment in which children can build up an understanding of the world. This requires access to tablets during child-initiated play. Through role-play and discussion teachers support our youngest learners to be curious about technology in real

life contexts e.g. What happens inside a washing machine? What happens when someone puts their bank card in the card reader at the supermarket? Why do they have to type a number in? Why do they keep the number secret?

Wherever possible, we seek to provide enriching experiences in the outdoor learning environment, supported by ICT toys. When children are developmentally secure, we provide opportunities for mark-making using computers and touch screen technology e.g. interactive whiteboards and tablets. We use age appropriate websites and stories to develop an understanding of online safety.

Through these activities, we hope to develop the key skills of developing early mouse and keyboard control and provide opportunities to use touch-screen technologies, such as interactive whiteboards and tablets. Children also explore using digital cameras and audio recorders to capture information. Operate simple programmable devices e.g. Bee-Bots. Children may also use a shortcut e.g. an icon on the desktop to navigate to a specific programme, explore a teacher-selected website or use a range of software to enhance learning in all areas. By the end of the EYFS, children should be able to use simple login details with support to access our subscription software.

Assessment and Recording:

- Pupil attainment is assessed using the 2Simple Computing Assessment Tool for Years 1 to 2. The tool enables staff to accurately identify attainment of pupils through the detailed exemplification it has for each key learning intention.
- Work from a range of classes and abilities is shared using the Noticeboard feature in Purple Mash. Additionally, exemplar pieces of work from individual pupils is shared with parents using Parent Portal (a feature in Purple Mash).
- Teachers keep accurate records of pupil attainment by entering data using the 2Simple Computing Assessment Tool.
- Tracking of attainment by using the 2Simple Computing Assessment Tool is used to inform future planning.
- Children are encouraged to self, peer and group assess work in a positive way using online collaborative tools such as 2Blog in Purple Mash.
- Formative assessment is undertaken each session/interaction in Computing and pupils are very much encouraged to be involved in that process. Through using the progression of skills documents and displays from 2Simple, both teachers and pupils can evaluate progress. Features such as preview and correct in Purple Mash are used to further support feedback and assessment.
- Summative assessment is undertaken in line with the assessment cycle (See Assessment Policy). Using electronic work samples from children's portfolios on Purple Mash, teachers enter judgements about the samples into the 2Simple Computing Assessment Tool

Equal Opportunities:

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all of our pupils. We aim to consider cultural background, gender, talents and special educational needs.

Lons Infant School endeavours to fully include SEN pupils in Computing sessions. There is much evidence to suggest that Computing is a way of enhancing the curriculum for children with a special educational need, especially in terms of fine motor control, co-ordination and sensory immersion. As with any pupil, staff will ensure that a child with special educational needs can experience success, achievement and satisfaction. Teachers will consider differentiation and support to meet the need of the pupil, adapting tools or equipment as necessary.

Parents:

The school will endeavour to make parents aware of online safety and will ask parents to promote responsible use of the internet at home.

Conclusion:

We aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. 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 and in some cases beyond the school day.

Related policies: Online Safety Policy, Acceptable Use Policy [Staff, Visitors & Pupils]