

Computing Policy

This policy has been drawn up to ensure that all stakeholders within the school are aware of what is expected of them and are able to stay safe when using the hardware and software we have in school. The equipment and resources are provided to enhance the learning of the pupils and to aid staff to deliver an exciting curriculum.

This policy should be read in conjunction with other policies including PSHE, Data Protection, Equal Opportunities and Inclusion, Child Protection and Safeguarding, and Social Networking policies.

Intent

At Hook Infant School, we recognise that technology is everywhere and that pupils need to master the use of technology to enable them to make informed choices about when and how they will use it. This is especially true for pupils for whom it will provide greater accessibility to learning. We want pupils to feel safe exploring computing, knowing that making mistakes is often a good way to further their understanding of what works and what does not work.

Our intention is that pupils will be able to learn computing skills that they will be able to use across all areas of the curriculum. These skills will support them as life-long learners.

We intend for pupils to have an understanding of the foundations of computing, which includes creating and debugging algorithms, simple programs, logical reasoning and prediction. We also aim for pupils to purposefully and creatively store, manipulate and retrieve digital content as well as being able to recognise how technology is used across the wider world.

We believe that young pupils need a strong, but age-appropriate, understanding of how to keep safe when using modern computing technology and the internet. This will allow pupils to feel protected, well-informed and able to self-regulate when using technology and the internet and all it has to offer.

Implementation

Our computing curriculum recognises that ICT is able to be taught both as a discrete subject as well as cross-curricular. Many digital literacy skills are transferrable and this can help pupils to develop automaticity when they use ICT in the wider curriculum.

In Early Years, we ensure pupils learn basic digital literacy skills which will enable them to access the Key Stage One curriculum more easily. Pupils will learn mouse control skills and how to open chosen programmes. Pupils will be introduced to Windows laptops and the Touchscreen, iPads and BeeBot. The majority of programmes used will be from Purple Mash, which pupils also have access to at home.

In Key Stage One, pupils will continue to use the school digital resources to support the implementation of the three main parts of the computing National Curriculum; Digital Literacy, Information Technology and Computer Science. Knowledge and skills are taught progressively, allowing the pupils to embed their learning over time.

In Early Years, there is a set of classroom laptops that are shared between the classes. The Early Years Foundation Stage Curriculum no longer has a Technology aspect, so at Hook Infant School we have developed our own curriculum, which builds on skills we know pupils already have, and which helps prepare pupils for Year 1 computing.

In Key Stage One, pupils have one hour a week of computing, although this may be blocked and take place fortnightly. We have a progression of skills which we have used as the basis of carefully planned lessons. There is careful attention to ensure that there is an appropriate balance of declarative, procedural and conditional knowledge. Each lesson starts with a retrieval question and a recap of online safety. Online safety is also taught in PSHE.

Impact

We encourage our pupils to enjoy and value the curriculum we deliver. Teachers have high expectations and know how to support pupils at all levels, including providing the appropriate support for SEND pupils. Pupils use digital and technological vocabulary accurately, alongside a progression in their technical skills. They are confident using a range of hardware and software and will produce high-quality purposeful work.

Teachers assess pupils' knowledge, understanding and skills in computing by making observations, through conversations with the pupils during lessons, and the quality of the digital content they create.

We measure the impact of our curriculum through the following methods:

- Learning Walks/Lesson Observations.
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.
- Non-Core Assessments completed weekly by class teachers.

We believe the pupils see the digital world as part of their world, extending beyond school, and understand that they have choices to make. They are aware of how to stay safe online and are confident and respectful digital citizens.

Online Safety and Internet Use

The internet may be accessed by staff and pupils throughout the duration of the school day. We ask that staff are vigilant as to the sites pupils are accessing and that pupils should not be using the internet unattended. If users, especially pupils, see an inappropriate website or image during computing sessions, they should close this immediately and report the site to either the computing manager, the class teacher or network manager. All parents and guardians have signed a permission letter allowing pupils to use the internet, if parents do not give their child permission to use the internet alternative methods will be used to enable the

child to complete the given task. For more information on internet use and online safety refer to the specific policies.

The teaching of internet use will be covered within the computing curriculum planning, however staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet. Our online safety curriculum ensures that all pupils can develop their skills and to remain safe online. There are online safety reminders at the beginning of every lesson, in addition to specific lessons taught through PSHE. All pupils are aware of the online safety rules and follow the 'Give me 5' e-rules.

Acceptable Usage

Staff are required to sign the Acceptable Usage Policy every academic year; this has been written to ensure that staff will use any technology and equipment throughout the school appropriately. Staff must:

- Use computers and equipment with care and ensure pupils do the same.
- Ensure they have a sensible password. Passwords should follow the NCSC guidance of being three random words.
- Ensure staff usernames and passwords are not shared with pupils.
- Ensure they log off when they have finished using a computer or when a child is accessing the same computer.
- Ensure that online dialogue with other schools, parents or pupils remain professional at all times.
- Ensure that online activity is related to their professional duty and that personal use should be kept to a minimum.
- Ensure that they have read and understood the Computing policy.
- Be aware that software or hardware should not be installed without prior consent from the Computing manager or Network Manager.
- Ensure that any social media is used appropriately in school and not abused.
- All staff lock computers when moving away to ensure visitors have no access to stored files. This coincides with the data protection policy.
- Ensure staff never share their own log ins with visitors.

Approved by the Governing Body, Hook Infant School

Reviewed and revised November 2022

Signed

Chairman of Governing Body

Date for review November 2025

I agree to abide by the above rules

Date