



Computing Policy

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of the computing curriculum. It is adapted from the Computing programmes of study (POS) key stage 1 (DfE September 2014).

Intent

At Dinglewell Infant School we intend for children to become competent, responsible, confident, safe and proactive consumers of digital technologies. More importantly, we intend for them to become **inspired** and empowered to themselves become digital producers. At this early stage in their lives we aspire for children to **develop** the basic knowledge and transferrable skills of computing; ensuring that technology is used creatively to engage learners and widen opportunities. This allows them to **succeed** by enhancing life and learning experiences in a rapidly evolving world of technology.

Computing and Our School Values

- ❖ Care – Children know how to keep themselves safe when using technology and are educated to remain kind and courteous when working both offline and online
- ❖ Cooperation – Children work collaboratively to explore technology, share thoughts, ideas and solve problems
- ❖ Creativity – Children use technology in a creative way to inspire and develop computational thinking. We strive to create confident creators of technology
- ❖ Honesty – Children are trusted to only visit appropriate websites and access age appropriate material
- ❖ Respect – Children respect ICT equipment and follow the acceptable use policy
- ❖ Responsibility – Children become responsible users of technology, understanding how they can be responsible and safe users and creators of technology

Implementation

Our children will need to have the flexibility of thought in order to take advantage of the pace of technological change in a rapidly evolving world.

Our curriculum aims to offer a range of high quality and varied computing teaching

We intend to equip children with key technological vocabulary to enable them to explain their learning and understanding. Our curriculum aspires to promote and develop 'computational thinking.' We plan to develop children's problem solving skills through our 'computer programming' strand of the curriculum. We want children to develop ideas about how digital systems work and use this within their own programming.

Reviewed and updated January 2026

We recognise that although the benefits of technology are endless we have a responsibility to educate children to understand and appreciate how to be responsible users of technology. We want to create an environment where e-safety is regarded as an integral part of our everyday practices. We acknowledge that the children in our school generally have good access to technology at home. Our e-safety curriculum has close links with our PSED and PE wellbeing curriculum. We especially aim to help children and parents appreciate the detrimental effect that too much 'screen time' may have on young children's wellbeing and the impact that this can have on their behaviour and learning.

Curriculum

The computing curriculum has been developed from the Computing programmes of study. It has been adapted from the 'Elim' Guidance. It is based upon the progression of skills in five strands;

Programming	E Safety	Creative use of ICT	Technology in our lives	Data
Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Questioning what they see online, is it a trusted source? (AI)	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise common uses of information technology beyond school. Use technology purposefully to retrieve digital content from the school public drive and the Internet.	Store and retrieve data and know some ways in which information is represented digitally

Pedagogy

Teachers plan to strengthen and develop each strand through cross curricular planning. Suggestions are highlighted on medium term plans as to how the strands can be incorporated into everyday teaching in other subjects. Teachers plan when to teach each strand based upon how it lends itself to the teaching of other subjects. Teaching styles are as active and practical as possible. Teachers plan for children to learn collaboratively, sharing ideas and expertise.

Access to technology is discussed and carefully considered by both school and those religious groups who have reservations about its use. The school recognises that there is a gender gap in computing (A recent study by the Centre for Economics and Business Research found that increasing the number of women in IT could boost the UK economy by up to £2.6 billion) and when planning lessons and purchasing software are careful to ensure they appeal to both genders ensuring all children are inspired to develop computational thinking. The school is aware that not all children have access technologies at home. Lessons are planned taking this into consideration. All children's educational needs are catered for. Medium term plans for computing identify expectations for children of average ability, high and low achievers, as well as for children identified as having special educational needs. Technology is also used to support and enhance learning experiences for children with SEND; for example, where there are physical difficulties the use of an iPad/laptop to record their learning.

Programming is taught discretely and related to topics where possible using 2Code and other applications on tablets. The 'programming' strand is taught for a third of the school year and the other strands form the remainder of the computing curriculum. Children have access to the computing suite as well as a range of ever evolving technologies; iPads, programmable toys, iBoards etc. Each year group builds upon the previous year groups learning, beginning with a concrete approach before moving onto on screen programming. The language of programming is very important and Reception classes develop directional language and the understanding of following and creating precise instructions. This forms a basis for programming in KS1.

The progressive curriculum ensures children acquire the skills and knowledge to keep them safe online. E-safety is taught through PSHE and every opportunity is taken during everyday classroom life to highlight aspects of E safety. We celebrate e-safety awareness day with whole school assemblies ensure e-safety is at the forefront of the curriculum. 'Digiduck' is introduced to the children as an e- safety aid memoire. All classes have a model duck beside computers as a continuous reminder of how to keep safe online. E-safety is embedded in everyday classroom practice and referred to regularly. Children and staff sign an acceptable use agreement at the beginning of every academic year. Regular online safety information evenings are in place to ensure parents are kept up to date with online safety

We appreciate that the majority of our children have access to technology at home and our e-safety discussions are guided by their own experiences and their use of technology, this is ever changing based upon their interests and the technology available to them. We support children and parents in understanding the need for balance between on screen and real life interactions and the potential dangers of too much screen time.

We recognise that all classes have children with widely differing computing abilities. This is especially true when some children have access to technologies at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child by setting common tasks which are open ended, have a variety of responses and increase in difficulty.

We carry out the curriculum planning in response to the children. The skills based curriculum builds on planned progression so that the children are increasingly challenged as they move through each strand. Teachers plan for progression in lessons and use differentiated success criteria to ensure children are aware of their next steps.

Impact

Children are assessed against each strand of the curriculum as it is covered. Teachers identify children who are ready to progress or need extra support during session times. Formative assessment allows for teachers to plan an appropriate curriculum for children based on their individual needs. Summative assessment is completed at the end of each strand; teachers will summarize children's learning in the whole of a strand identifying whether they have achieved, exceeded or are working below year group expectations. The computing coordinator will monitor and evaluate data. Children are encouraged to engage in self-assessment and peer assessment during sessions.

We feel that our intentions and the implementation of the curriculum will help children to understand that technology is a tool to transform the world and enrich their lives. Children will be able to turn their hand to any new technology presented to them by having well- developed resilience and adaptability. They will understand the need for balance and they will stay safe when working online; knowing when to ask an adult for help if they feel unsafe.

The impact of the computing curriculum is best shown through regular monitoring by the computing coordinator. The coordinator monitors teaching and learning through completing book looks, learning walks, scrutiny of planning, observations, monitoring assessments, pupil voice conferences and by reading termly year group evaluations.

Foundation Stage

We teach computing in Reception classes as an integral part of the curriculum. We relate the computing aspects of the children's learning to the objectives set out in the Early Years Foundation Stage which underpin the curriculum planning from birth to five years. Adult led learning in discrete teaching sessions allows children to learn new skills. Children also have the opportunity to explore various technologies during child initiated play both indoors and outdoors. We also address areas such as early programming skills in readiness for the KS1 curriculum.

Inclusion, Equal Opportunities and SEN

All children will be given equal opportunities in computing and develop a sound understanding of the subject irrespective of ability, gender, cultural background and physical ability.

We work closely with Paediatric Occupational Health Service and advisory teachers for children with disabilities to ensure that children with specific needs linked to a disability are provided with the specialised equipment they need to maximise computing potential.

Access to technology is discussed and carefully considered by both school and those religious groups who have reservations about its use. The school recognises that there is a gender gap in computing and when planning lessons and purchasing software are careful to ensure they appeal to both genders ensuring all children are inspired to develop computational thinking. The school is aware that not all children have access technologies at home. Lessons are planned taking this into consideration. All children's educational needs are catered for.

Medium term plans for computing identify expectations for children of average ability, high and low achievers, as well as for children identified as having special educational needs.

E-safety

- ❖ The progressive curriculum ensures children acquire the skills and knowledge to keep them safe online
- ❖ E safety is embedded in everyday classroom practice and referred to regularly
- ❖ Children and staff sign an acceptable use agreement at the beginning of every academic year.
- ❖ Regular online safety information evenings are in place to ensure parents are kept up to date with online safety

Health and Safety

- ❖ Leads should be secured and not allowed to 'trail'.
- ❖ Children must not put plugs into the mains electricity supply.
- ❖ There should be no food/drink/sand/water/paint/magnets near technological equipment.
- ❖ Children must be supervised when working in the computing suite.
- ❖ Computers in the computer suite should be shut down at the end of each week and put to sleep at other times.
- ❖ To protect from viruses and unsuitable material, children will only access internet sites when supervised by an adult, see Acceptable Use Policy.
- ❖ Tablets must be locked away at the end of each day