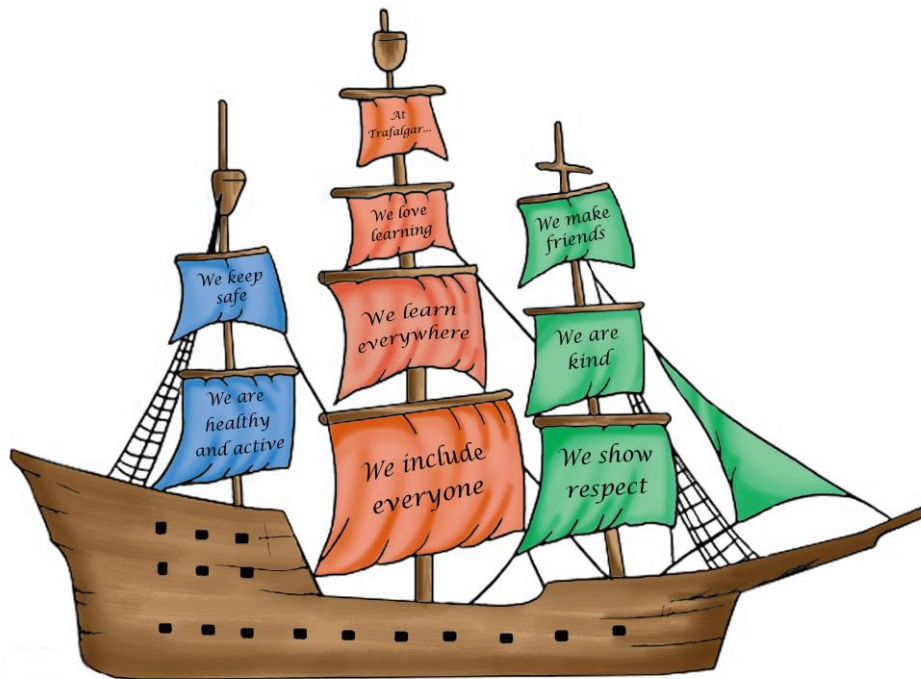# Trafalgar Community Infant School

Policy Document

COMPUTING POLICY

REVIEWED: AUTUMN 2022
REVIEW: AUTUMN 2024

Trafalgar Community Infant School
Policy for Computing

Trafalgar is a Rights Respecting School. We refer to the UN Conventions on the Rights of the Child (UNCRC) throughout this policy.

Introduction

This policy sets out the aims and strategies for the successful delivery of Computing. This policy should be read in conjunction with other relevant school policies such as Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching and Learning, SEND and Assessment policies.

The policy has been developed by the Computing Leader, Issy Carne, in consultation with the SENCO, Leadership Team and teachers. Guidance from the consultants and pupil, parent and staff voice questionnaires will continue to help shape this policy. This policy is based on government recommended/statutory programmes of study.

Due to the fast pace of technology innovation and constantly emerging trends, it is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

Aims

Trafalgar Community Infant School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the best of their abilities. We understand the 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.

Article 17: Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information the children can understand. Governments must help protect children from materials that could harm them.

Our Aims

- Provide an exciting, rich, relevant and challenging Computing curriculum for all pupils.

- Enthuse and equip children with the capacity to use technology throughout their lives.

- Give children access to a variety of high quality hardware, software and unplugged resources.

- Instil critical thinking, reflective learning and a 'can do' attitude for all our pupils, particularly when engaging with technology and its associated resources.

- Teach all children to become responsible, respectful and competent users of data, information and communication technology.

- 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.

- 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.

- Provide technology solutions for forging better home and school links.

- Utilise computational thinking beyond the Computing curriculum.

- Exceed the minimum government recommended/statutory guidance for programmes of study for Computing and other related legislative guidance (online safety).

Safeguarding: Online safety

Online safety has a high profile at Trafalgar Community Infant school for all stakeholders. We ensure this profile is maintained and that pupil needs are met by the following:

Computing
A high-quality computing education equips pupils to understand and change the world through logical thinking and creativity, including by making links with mathematics, science, and design and technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of media. It also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
The national curriculum in England

Strategies for the use of Information and Communication Technology
In order to ensure that valuable areas of experience are covered, Computing is integrated into the curriculum followed throughout the school, including Early Years, as well as taught in discrete lessons. Pupils will have experiences of a variety of software that allows teachers to provide for progression of skills, concepts and applications.

Equality of Opportunity
All pupils should develop positive attitudes towards Computing; they should develop an understanding of the potential of Computing and show confidence and enjoyment in its use. Priority will be given to ensuring equality of access and quality of experience for all pupils according to need and irrespective of race, gender, disability, age and class. Those who are most proficient with the technology will be encouraged to share their expertise and confidence. Pupils who experience difficulty with mastering the technology or just work more slowly should be allowed extra time or opportunities to work with Computing. Specialised access software and hardware will be available for pupils with special educational needs. All reviews of provision for pupils with special needs should include consideration of a child's access to a computer. Consideration should be given to the most appropriate input device for all pupils but especially those with special needs.

Article 28: Every child has the right to an education

Resources
The resources required to deliver and extend the Computing curriculum are ever changing as new technology is marketed and software appropriate for use throughout the key stage is available. Changes will occur through reading relevant publications, the media and relevant trainings. The school is well resourced with both hardware and software and these are under constant review.

The school purchases the time of a Computing technician, who is responsible, in collaboration with the Head Teacher and the Computing co-ordinator, for maintaining the computers and trouble shooting any problems that have arisen. The technician also installs new software as agreed. Any issues that arise between these visits are logged electronically.

Appendix 1 – list of computing resources across the school.

Responsibilities
The Governors will agree the Computing policy and reflect on current practice and need for change and development. This will be achieved by means of visits into school, oral and written reports from the Computing co-ordinator.

The Role of the Computing Co-ordinator
The Computing co-ordinator is responsible for:
- reviewing and updating the School's policies relating to computing,
- monitoring standards of achievement, progression and scrutinising of work to ensure good standards are being achieved,
- offering advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate,
- liaising with other curriculum coordinators to ensure effective use of Computing in their areas,

- keeping up to date with new software,
- monitoring the needs of and consulting with colleagues to provide and support in the effective teaching of Computing (i.e. provide training).

The Role of others

The Year leader and class teacher is to:

- plan computing activities appropriate to the needs of their children in the cohort or class,
- ensure medium and short term plans clearly state identified learning objectives in relation to Computing,
- ensure equipment within their classrooms is treated in an appropriate way and kept in a good state of repair and that any problems are reported immediately to the co-coordinator, Head teacher and Business Manager,
- store planning, records, documents and Pupil Progress Catcher information electronically using the school server and computer hard drives.

The school is corporately responsible for ensuring that copyright regulations are not infringed.

Access and Privacy (see also Acceptable Use Policy)

The school's computers should not be used at any time for downloading, copying or storing illicit or offensive material, nor should video, music or other files which take up a large amount of space be stored on the servers. All users of the network must be aware that their user names and individual files may on occasion be accessed by the network administrators and files which contravene any part of this policy may be removed. All use of the school's computing resources should be in line with this policy and the rules laid out in the school's Acceptable Use Policy.

Any school related work (subscriptions, registering account that will be used for school work) must be set up using your school domain/email, and not a personal account.

All class sets of iPads are securely locked away at the end of each day.

Passwords – Staff have an individual username and password which they must not share. A DMS much be informed of any breach of passwords. Pupils will not be given a personal individual username/password but they can gain access to devices and online resources using their class username and password, which is monitored by staff during use. Children are not given i-pads, or have access to computers, if unsupervised (e.g. in the Library if child not able to go out to play).

Health and Safety

The school has an appropriate 'Acceptable Use' policy for the use of the internet which is adapted from a model policy supplied by the local authority.

Equipment is checked annually as part of the electrical equipment check, and monthly by the technician to ensure filters are clean etc.

Equipment is carefully sited in each classroom so that there is minimum access to cabling and electrical sockets. The school has a rolling programme for the improvement of socket/ power points for internet cabling.

School Website

The school has its own website. A member of the administrative team updates information regularly which includes newsletters, dates for the term or year and whole school documents.

Parentmail

All newsletters and most other communications are sent electronically to parents using the Parentmail system or Google Classroom.

To be reviewed: Autumn 2024

Appendices

Appendix 1: Computing resources

Appendix 1   Computing resources   2022/2023

Early Years	Year 1	Year 2
3 Digital cameras 9 computers, monitors and keyboards 1 printer 3 computer connected to IWB 3 IWB's 3 laptops (teacher use) 2 Coomber CD systems with headphones 12 bee-bots 3 small CD/radio player (adult) Talking tins Talking microphones Use of 30 iPads in 3 sets of 10 6 children's computers iPads 3 interactive whiteboards 3 teacher computers 1 CD player	9 computers, monitors and keyboards 3 laptops (teacher use) 1 printer 3 IWB's 3 digital cameras 3 Coomber CD system 6bee-bots 6 children's computers iPads 3 interactive whiteboards 3 teacher computers	9 computers, monitors and keyboards 3 IWB's 2 printers 3 Coomber CD players with headphones 3 cameras 3 laptops (teacher use) 3 visualisers 6 children's computers iPads 3 interactive whiteboards 3 teacher computers

Inclusion room:	1 computer 1 printer 1 interactive whiteboard

Central resources: Laptop trolley containing 16 laptops. 1 printer (in meeting room) 1 desk top (in meeting room), 1 photocopier, 30 iPads in 3 sets of 10

Hall resources: 1 projector, 1 large drop down screen, 1 laptop, 1 sound system, 1 Coomber

7 iPads for staff use (in Reception).