St. Michael's Nursery and Infants School
Computing and Internet Policy

Aims

- ❖ To ensure teachers can employ both common and innovative computing tools and resources for their own and pupil's benefit.
- ❖ To recognise the value of computing when working with SENs pupils.
- ❖ To set clear learning intentions, plan effectively and monitor pupil progress.
- ❖ For teachers to be aware of health and safety procedures & Data Protection Act
- ❖ To use computing safely, effectively and creatively to develop cross curricular links.
- ❖ To ensure children have a wide experience of computer software.
- ❖ To be aware of the uses of computing in everyday life both inside and outside of school and be aware of the benefits and limitations.
- ❖ To become confident and competent in using the computer, independently and collaboratively.
- ❖ To begin to use the correct terminology relating to the computer.
- ❖ To develop computing as a key skill in its own right.
- ❖ To create an awareness of safety factors and develop critical thinking around the appropriate use of the internet and social media sites.
- ❖ To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- ❖ To encourage problem solving and logical reasoning, including the use of algorithms for creating and debugging simple programs.
- ❖ To develop and enhance PSHE by collaborating with others, gathering information and making choices.

General

Children will be:

- ❖ introduced to computing and a range of everyday technology from the beginning of their academy life.
- ❖ made aware of the advantages and disadvantages between computing and conventional methods.
- ❖ encouraged to share their knowledge.

Through labelling, classifying, programmable devices, graphs and databases children will be introduced simply to how computers work by way of algorithms and logical reasoning. They will have the opportunity to write and test simple programs through software such as espresso coding and controllable devices. Children will be encouraged to save and retrieve their work, being taken through the steps to do so.

Communicating and Handling Information

Awareness of the communicative uses of computing will be constantly reinforced, through the use of graphing packages, text, sound, word banks, labelling and classifying, graphics, printer, interactive smartboard, iPad.

Modelling

Children will create representations of real and fantasy situations using paint and/or graphics programs and apps. Children will use computing based models or simulations to explore aspects of real/imaginary situations, develop problem solving activities and generate creative imaginary work.

Control

Equipment that responds to controls will be explored and simple language relating to this will be introduced. Children will be made aware of how to sequence instructions, linking the idea that in real life situations incorrect instructions could be a safety issue. Children will explore direction and angles as a measurement of turn.

Handling Information

Children will be encouraged to collect their own information, enter it into a graphing package and answer questions. The clearness of the representation of the information should be drawn to children's attention. Information will develop into databases. Children will be encouraged to interpret and evaluate the data.

Planning

Planning for the introduction of computing skills is divided into half termly topics, based on the national curriculum and adapted as necessary. These skills will be further developed during school in a cross curricular way.

Assessment

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.
In Key Stage 1 children will be graded according to work produced, observations and discussions. Assessments will be highlighted onto Seaton Academy Assessment Performance Descriptors. Results from all assessments will be posted onto scholar pack and tracked on our own assessment grids.

Equal Opportunities and Inclusion

❖ All children are given access to a broad and balanced computing curriculum regardless of gender, ability, race, culture or religion.
❖ Provision will be made for individual needs in IEP's.
❖ Equal opportunities are provided and sessions are adapted for all children, including children with Special Educational Needs (SEND), those who are talented or gifted, children with English as an additional language (EAL) and children from different cultural backgrounds. They will be given access to additional resources and teaching to support

their learning and to ensure they make maximum progress from their individual starting points.

❖ A feeling of self worth will be engendered throughout the activities.

Internet Access

The purpose of internet access at school is to raise the educational standards and to support the professional work of staff.

Internet access is a necessary part of planned lessons. Access to the internet will be by teacher demonstration. Pupils will access teacher prepared materials, rather than the open internet. Internet access will be planned to enrich and extend learning activities as an integrated aspect of the curriculum.

E-mails will only be sent by the teacher as a class/group activity and will only be sent to known/reputable destinations.

Pupils explore the internet with instruction and direction to specific educational programmes designed for their age and ability to enhance and enhance the curriculum. An age-appropriate search engine is in use on all computers.

Any pictures or information relevant to our work in class will be searched for previously by the teacher before the process is shown to the children, if applicable to their learning.

Staff will access the internet and send e-mails as part of their professional development and planning.

We obtain written permission from the parents at the start of their academic life in order to use pictures of the children on our web site.

Advice on internet safety is available below.

Internet Safety Awareness

New technologies have become integral to the lives of children in today's society, both within schools and in their lives outside school.

The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and children learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children should have an entitlement to safe internet access at all times. Appropriate internet filters are in place on all devices that utilise the internet and are updated as required.

The requirement to ensure that children are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

The use of these innovative tools in school and at home has been shown to raise educational standards and promote student/pupil achievement. However, the use of these new technologies can pose risks within and outside the school. Some of the dangers they may face include:

❖ Access to illegal, harmful or inappropriate images or content
❖ Unauthorized access of personal information;
❖ The risk of being subject to grooming

- ❖ *The sharing/distribution of personal images without an individual's consent or knowledge*
- ❖ *Inappropriate communication/contact with others*
- ❖ *Cyber bullying*
- ❖ *Access to unsuitable video/internet games;*
- ❖ *An inability to evaluate the quality, accuracy and relevance of information on the internet*
- ❖ *Illegal downloading of music or video files*
- ❖ *The potential for excessive use which may impact on the social and emotional development and learning of the young person*
- ❖ *Risks posed by the online activity of extremist groups.*

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential to raise the awareness of these risks to children and their families.

This policy to be read alongside the Prevent Duty Policy.