# Hasland Infant and Nursery School

## Computing Policy

### Intent

At Hasland Infant School, we recognise that our children are growing up in an increasingly digital world. We teach them to become confident, competent, creative and safe users of technology, equipping them with the knowledge and skills they need to navigate and contribute positively to the modern world. Our curriculum enables children to find and explore information whilst providing them with the necessary skills to be able to do this in an effective and safe way. We teach our children to become confident and capable users of computing who understand how technology can equip them with valuable skills for their future lives. We have high expectations for all learners and support every child to make progress, enabling them to achieve their potential as enthusiastic users of computing.

A rich and inclusive curriculum ensures that every child feels valued, represented and actively involved in their learning. We encourage pupils to work collaboratively, share ideas and recognise the role technology plays in connecting people and communities. We want our children to thrive by developing confidence in their computing abilities, demonstrating independence and embracing new challenges. Through opportunities to explore, create and take risks in a supportive environment, children become resilient learners who are prepared for the opportunities and demands of the future.

At Hasland Infant School, online safety is a fundamental aspect of our computing curriculum. Providing a broad and balanced online safety education helps children develop the knowledge and understanding needed to navigate the online world safely and responsibly. By empowering pupils to make informed choices when using technology and the internet, we help them become respectful, responsible and safe digital citizens. Further information can be found in our Online Safety Policy.

### Implementation

At Hasland Infant School, we take a creative approach to computing. Through engaging and purposeful learning opportunities, children develop key knowledge and skills while making meaningful connections to other areas of the curriculum. They learn to use technology creatively to explore, create and communicate their ideas. High expectations for all pupils ensure that children build knowledge and skills progressively, enabling them to make progress and achieve their full potential. Our progression of skills document identifies the learning expected within each year group and demonstrates how knowledge is revisited and developed throughout their time in school. Computing is taught through four key areas: Using Technology, Multimedia, Programming and Online Safety.

Our curriculum is further enhanced through the use of the *Education for a Connected World* framework, which supports the development of children's digital knowledge, skills and behaviours. This framework helps pupils understand the impact of technology on their lives, develop the skills needed to navigate the online world safely and responsibly, and make positive contributions online. These skills ensure a broad and balanced computing education.

An inclusive approach to computing ensures that every child feels valued, represented and actively involved in their learning. Opportunities to collaborate, share ideas and support one another encourage children to develop a sense of belonging while building confidence in their own abilities. Through practical and creative learning experiences, children are encouraged to explore, problem-solve, demonstrate independence and take appropriate risks, enabling them to thrive as resilient and capable learners.

Online safety underpins our computing curriculum and is embedded within all areas of learning. Children learn how to recognise risks, make informed choices and seek support when needed. Resources such as *Smartie the Penguin* help children understand how to stay safe online in an age-appropriate way. Staff follow safeguarding procedures when concerns arise, ensuring that children are supported both in school and online. Further information can be found in our Online Safety Policy.

In every computing lesson, teachers make reference to online safety while building children's confidence and competence in the skills they are learning. Children are encouraged to ask questions, share ideas and support one another, helping them to deepen their understanding and articulate their learning effectively.

**Nursery**

Although Computing is not identified as a discrete subject within the Nursery curriculum, children are given a range of opportunities to develop the foundations of computing through carefully planned, play-based experiences. As developing computing experts, children explore and investigate technology within both the indoor and outdoor learning environments. Cameras, torches and a variety of electronic and mechanical resources are readily available for children to experiment with and use independently within their play. Through exploration, children begin to recognise cause and effect, while skilled staff support them in understanding the purpose and relevance of different technologies in everyday life.

Throughout the year, children engage with a range of age-appropriate technologies, including electronic toys operated by buttons and remote controls. They are encouraged to use iPads to take photographs and record videos, developing confidence and independence when using technology.

**Reception**

Although Computing is not identified as a discrete subject within the Reception curriculum, children are provided with ample opportunities to develop the foundations of computing through a balance of play-based learning and focused teaching activities. As developing computing experts, children have daily access to a range of touch-screen devices, enabling them to explore a variety of age-appropriate applications and programs independently.

Throughout Reception, children learn key computing skills through meaningful experiences linked to their interests and our whole-school topics. They are introduced to basic computer skills, including using a keyboard to type keywords such as their names, and begin to understand the basics of programming through the use of Bee-Bots and other programmable devices. These experiences help children develop problem-solving skills, logical thinking and an understanding of cause and effect.

Computing learning is embedded throughout the continuous provision, allowing children to explore technology collaboratively and creatively. In addition, children take part in a number of planned, teacher-led computing sessions which build their knowledge, confidence and independence, providing a strong foundation for future learning in computing.

**Key Stage One**

As computing experts, children are taught a progressive range of computing knowledge and skills, which are outlined in our progression of skills document. They learn to compose emails, create digital content such as short films, and develop confidence when typing, saving and retrieving their own work. Children are also introduced to programming through the use of Bee-Bots, where they learn to create simple algorithms, predict outcomes and debug errors when problems occur.

Computing skills are taught within the context of our whole-school topics, enabling learning to be meaningful and purposeful. Through our creative curriculum, children are provided with opportunities to practise, apply and deepen their understanding through continuous provision and other planned activities. Collaborative learning experiences encourage children to share ideas, support one another and develop confidence and independence when using technology. This approach ensures that all children make progress, acquire key skills and become capable, resilient users of technology.

**SEND**

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed ‘SEND in My Subject’ documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

**EAL**

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

**Links with the community**

During our annual Online Safety day, we actively involve parents and carers in their children's learning. Children are encouraged to share their knowledge and understanding of staying safe online through activities such as creating posters, leaflets and other forms of digital content, which they often take home to discuss with their families.

We recognise the importance of working in partnership with parents to promote safe and responsible use of technology. The Computing Subject Leader provides information and guidance on current apps, games and online platforms that may be accessed by children, along with practical advice to help families support safe internet use at home. Through regular communication, including the sharing of Wake Up Wednesday guides, parents are kept informed about emerging online trends, potential risks and age-appropriate guidance. Online safety information, resources and advice are also regularly shared through the school website and/or ParentHub, ensuring families have access to the latest guidance to support children both in school and at home.

By working together, we aim to develop a consistent approach to online safety that enables children to make informed choices, stay safe online and become responsible digital citizens.

**The role of the subject leader**

The Computing Subject Leader is responsible for monitoring the quality of teaching and learning within computing, ensuring that the curriculum is implemented effectively and that pupils make good progress. This role involves working closely with staff to provide guidance, support and professional development where required, as well as keeping colleagues informed of current developments and changes within the subject.

The Computing Subject Leader provides strategic direction for computing across the school, ensuring that the National Curriculum is delivered effectively and that teaching remains engaging, relevant and inclusive for all learners. School staff receive statutory online safety training annually to ensure they are equipped to promote and safeguard children's safe use of technology.

The Computing Subject Leader is also responsible for organising and leading key curriculum events, such as Online Safety day and the I-Vengers team. They are also responsible for promoting the importance of computing and online safety across the wider school community.

**Impact**

The programme of work undertaken by all children ensures that they will finish Key Stage 1:

- Be confident, competent, creative and safe users of technology.
- Demonstrate the knowledge and skills needed to use technology purposefully and effectively across a range of contexts.
- Use a range of digital devices and programs to create, edit, save and retrieve their work independently.

- Understand and apply basic programming concepts, including creating and following algorithms and identifying and correcting errors through debugging.
- Create digital content, including films, images, recordings and other multimedia, to communicate ideas and present information.
- Work collaboratively, share ideas and use technology to support their learning.
- Show confidence, independence and resilience when exploring new technologies and solving problems.
- Understand how to stay safe online, recognise potential risks, and know how to seek help and support when something concerns them.
- Make informed choices when using technology and demonstrate the behaviours of respectful, responsible and safe digital citizens.

Assessment in Computing is ongoing and is used to inform future teaching and learning. Teachers assess pupils' understanding through observation, discussion and the completion of practical activities, providing regular verbal feedback to support progress.

Children are encouraged to reflect on their learning, identify ways to improve their work and act upon feedback given. Opportunities for self-assessment and improvement help pupils to develop confidence, independence and resilience as learners while ensuring they continue to build their knowledge and skills in computing.