



PRE-PREPARATORY DEPARTMENT

Curriculum Policy for Computing in the Foundation Stage

School Mission Statement:

***“Learning and growing in
the light of the gospel”***

WITHIN THE POLICY:

- Aims and Objectives
- Early Learning Goals for Computing
- Resources
- Assessment
- Health and Safety

AIMS AND OBJECTIVES

These will link with the developmental matters in the practice guidance for the Early Years Foundation Stage.

To provide a rich, challenging and exciting curriculum, where there is consistency of approach, standards and expectations. We aim to develop enthusiastic, successful learners who enjoy Computing, using a wide range of technology, make progress and achieve well.

Computing is an integral part of the rich and varied Early Years Curriculum. It is used to support, reinforce and extend the areas of learning and Early Learning goals. Children will “find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning”.

With support and guidance, they will be able to use computers, tape recorders and beebots/roamers, cameras, programmable toys, Interactive Whiteboard and Interactive Whitetable.

THE EARLY LEARNING GOALS FOR COMPUTING

Understanding the World

- Show an interest in Computing.
- Know how to operate simple equipment.
- Create a simple program on the computer and/or perform simple functions on Computing apparatus.
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

Communication, Language and Literacy

- Know that information can be retrieved from books and computers.

RESOURCES

- Various CDROM's.
- Purple Mash Resource Scheme
- CDROM books.
- Interactive whiteboards in Cygnets' and Swans' classrooms, operated by laptops.
- Interactive Whitetable in the department.
- Beebots – programmable toys.
- Coomber – tape player with headphones.
- Full Computing Suite within the main school. (Swans children have one Computing lesson here each week.)
- Swans/Cygnets classroom each have a computer and printer.
- Electronic role play toys – microwave, pop-up toaster.

ASSESSMENT

Informal assessments are continuous, in all areas of Computing, which helps us to set realistic objectives and plan effectively.

Assessment takes place through observations and 'post-it notes' for each child.

Computing work is often placed in the child's Learning Journey and Topic book.

Swans children receive an end of year report, in which a comment is made about the child's progress in Computing (within the UTW section).

HEALTH AND SAFETY

We must always remember Health and Safety issues when using Computing, not only for ourselves, but also for the children.

Health and Safety Guidelines for Adults and Children:¹

- **Limit the length of time you or the children spend on the computer.**
Adults should take a break after forty-five minutes, children more frequently.

¹ Trythall, A. (Date) The Little Book of ICT, ed. Sally Featherstone.

- **Sit comfortably and change your position often.**
Children don't have problems with this, but adults do. Make sure that seating and equipment are at comfortable levels to work. Monitors are quite often perched on a specially raised shelf and children are subsequently craning their necks upwards to see. This is uncomfortable, even for an interesting activity.
- **Don't use just one finger for typing**
Encourage adults **and** children to use both hands, and more than one finger.
- **Check the cables**
Make sure electrical cables are tied well back, can't be caught on anything and are left well alone. Make sure that sockets are not overloaded and that you have clear access to the on/off switch at the mains, so that you can switch off power quickly in an emergency.
- **Keep the work space clear of any clutter.**
- **Keep noise levels at an appropriate volume.**
Headphones can be very useful to keep electronic noise down in the working environment, but watch the volume levels on children's headphones.

(Reviewed PSF & ND August 2016)