

Burton Leonard Church of England (VC) Primary School



Computing and ICT and E-safety Policy 2019-22

Aims and objectives

ICT (principally but not exclusively computers) is used in many ways for the presentation, analysis and storage of information, but also to model, measure and control external events, to solve problems and to support learning in a variety of contexts, not least through the use of the Internet, across the whole curriculum. Pupils use ICT to communicate and handle information and present it in a variety of ways. They learn to control a variety of electronic devices and develop an understanding of the use of control in everyday life. Our aims at Burton Leonard Church of England (VC) Primary School are:

- to enable all children to use ICT with purpose and enjoyment
- to enable all children to develop the necessary skills to exploit ICT
- to enable all children to become autonomous users of ICT
- to enable all children to evaluate the benefits of ICT and its impact on society
- to meet the requirements of Computing in the National Curriculum 2014 and enable all children to reach the highest possible standards of achievement
- to create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT.

These objectives are derived from the aims and guide our decisions in planning a scheme of work. They will form the basis for evaluation and assessment.

To enable all children to use ICT with purpose and enjoyment:

- by providing tasks which are interesting and give scope for individual responsibility.

To enable all children to develop the necessary skills to exploit ICT:

- by ensuring enough access by pupils to become more proficient in the basic ICT skills and by providing time outside lessons for use by children who do not have computers at home.

To enable all children to become autonomous users of ICT:

- by planning activities which allow children opportunities to apply their skills in a variety of different subject contexts.

To enable all children to evaluate the benefits of ICT and its impact on society:

- by leading group or class discussion about the benefits and limitations of ICT and by creating opportunities to compare classroom use of ICT with that in the wider world.

To meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest standards of achievement:

- by intervening, where appropriate, to reinforce an idea or teach a new point. By selecting groups where all pupils are equally active and involved in the task, and have equal access to the computer keyboard
- by planning activities which allow different levels of achievement or incorporate possibilities for extension work.

To create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT:

- by raising the profile of computing and ICT in the school and by providing a continuous programme of staff development.

Teaching and learning style

In order to ensure that valuable areas of experience are covered, ICT use and computing are integrated into the curricula followed throughout the school, including Early Years. Pupils will have experiences of a variety of software that allows teachers to provide for progression of skills, concepts and applications. All classes will have equal access to equipment for whole class work.

Pupils will have the opportunity to work individually, in pairs and in small groups, and will experience the frequent use of technology in their own classrooms. Pupils will become increasingly independent in their use of technology and the choice of software required for any given curriculum activity. This aim should be kept in mind from the earliest contacts pupils have with computers, by informing them how the technology works and its purpose.

Excellence in technology use is celebrated on the school website and in displays around the school of text, pictures, graphs and charts produced by pupils using technology.

Curriculum planning

We have adapted the expectations of the Computing National Curriculum so that coverage is in depth. We carry out curriculum planning in computing in three phases (long-term, medium-term and short-term). The long-term plan maps the computing topics studied in each term during each key stage. We teach the knowledge, skills and understanding set out in the National Curriculum for each Key Stage. Cross curricular

links with other subjects are made wherever possible in both key stages. The class teacher for computing prepares short-term plans which list the specific learning objectives and expected outcomes for each lesson.

The Early Years Foundation Stage

We teach computing in EYFS as an integral part of the topic work covered during the year. We relate the technological aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Technology makes a significant contribution to all the ELG objectives through activities and linked to ELG 15 – Technology.

Inclusion

At our school we teach computing to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our computing and technology teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Assessment for learning

Children demonstrate their ability in computing and technology in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Monitoring and review

The ICT coordinator is responsible for reviewing and updating the School's policies relating to ICT, monitoring standards of achievement and progression, induction of new staff, the coordination of assessment and the direction and supervision of the work of the ICT Technician, much of which will involve maintenance of the school network, the management of the school's hardware and software and the coordination of repairs. The ICT Coordinator will also offer advice on and demonstrate new peripherals as well as appropriate software when requested or appropriate, liaise with other curriculum coordinators to ensure effective use of ICT in their areas and keep abreast of new software, particularly that which could be appropriate for our research project work or pupils with Special Needs

Subject Leader – Miss Moss

Adopted Spring 2017
Next review Spring 2019

E – safety

Aims

Our aims are to ensure that all pupils, including those with special educational needs:

- will use the internet and other digital technologies to support, extend and enhance their learning;
- will develop an understanding of the uses, importance and limitations of the internet and other digital technologies in the modern world including the need to avoid undesirable material;
- will develop a positive attitude to the internet and develop their ICT capability through both independent and collaborative working;
- will use existing, as well as up and coming, technologies safely.

Internet use will support, extend and enhance learning

- Pupils will be given clear objectives for internet use.
- Web content will be subject to age-appropriate filters.
- Internet use will be embedded in the curriculum.

Pupils will develop an understanding of the uses, importance and limitations of the internet

- Pupils will be taught how to effectively use the internet for research purposes.
- Pupils will be taught to evaluate information on the internet.
- Pupils will be taught how to report inappropriate web content.
- Pupils will develop a positive attitude to the internet and develop their ICT capability through both independent and collaborative working.
- Pupils will use the internet to enhance their learning experience.
- Pupils have opportunities to engage in independent and collaborative learning using the internet and other digital technologies.

Pupils will use existing technologies safely

- Pupils will be taught about e-safety.

Data Protection

- There is a separate Data Protection policy.

E-mail

- Pupils and staff will only use approved e-mail accounts when using the school network.
- Pupils will tell a member of staff if they receive inappropriate e-mail communications.
- Pupils will only use e-mail for approved activities.

Internet Access and Learning Platform

- Staff will read and sign the *NYCC Acceptable Use Policy – ICT and e-Technology* before using any school ICT resource.

- Parents will read and sign an internet access consent form and Acceptable Use Policy before their children are given access to internet resources.
- Pupils will be taught to use the internet responsibly and to report any inappropriate content to a responsible adult.

Mobile Phones and other handheld technology

Pupils are only permitted to have mobile phones or other personal handheld technology in school with the permission of the Headteacher. When pupils are using mobile technology (their own or that provided by the school) they will be required to follow the school's Acceptable Use Policy (AUP). Such items can be confiscated by school staff if they have reason to think that they are being used to compromise the wellbeing and safety of others (*Education and Inspections Act 2006, Sections 90, 91 and 94*).

School Website and Published Content

- There is a separate website policy.
- All staff who edit website content must read and sign this policy.

Systems Security

- ICT systems security will be regularly reviewed with support from Schools ICT.

Web Filtering

- The school will work with the appointed network manager to ensure that appropriate filtering is in place.
- Pupils will report any inappropriate content accessed to an appropriate member of staff.

Communication of the e-safety policy to pupils

- Pupils will read (or be read) and sign the age-appropriate Internet and Learning
- E-safety rules will be posted in each room where a computer is used.
- Pupils will be informed that internet use will be monitored.
- e-Safety will be included in the curriculum and regularly revisited
- 'will read and sign the iPad Acceptable Use Agreement

Communication of the e-safety policy to staff

- The e-safety and acceptable use policies will be given to all new members of staff as part of the staff handbook.
- The e-safety and acceptable use policies, including iPad Acceptable Use Agreement, will be discussed with, and signed by, all staff at least annually.
- Staff will be informed that internet use will be monitored.
- Staff should transfer data to and from the school network using the secure web technologies provided such as One Drive and Foldr, rather than personal portable media such as USB sticks or memory cards.

Communication of the e-safety policy to parents/carers

- The acceptable use policies will be available on the school website and

- in the policy file in the Headteacher's office.
- Parents will be asked to sign a home-school agreement when their children join the school. This will include acceptable use policies relating to the internet and other digital technologies such as the school iPads
- The school will communicate and publicise e-safety issues to parents through the school newsletter, website and events.

e-safety Complaints

- Instances of pupil internet misuse should be reported to a member of staff.
- Staff will be trained so they are able to deal with e-Safety incidents. They must log incidents reported to them (book in Administrator's Office) and if necessary refer the matter to a senior member of staff.
- Instances of staff internet misuse should be reported to, and will be dealt with by, the Headteacher.
- Pupils and parents will be informed of the consequences of internet misuse.

Whole-School Responsibilities for Internet Safety

Headteacher

- Responsible for e-safety issues within the school but may delegate the day-to-day responsibility to a Senior Leader as the e-safety co-ordinator.
- Ensure that the e-safety co-ordinator is given appropriate time, support and authority to carry out their duties effectively.
- Ensure that developments at Local Authority level are communicated to the e-safety co-ordinator.
- Ensure that the Governing Body is informed of e-safety issues and policies.
- Ensure that appropriate funding is allocated to support e-safety activities throughout the school.

e-Safety co-ordinator

- Primary responsibility: establish and maintain a safe ICT learning environment
- Establish and maintain a school-wide e-safety programme.
- Form a school e-safety team to review and advise on e-safety policies.
- Work with the e-safety team to develop, and review, e-safety policies and procedures.
- Respond to e-safety policy breaches in an appropriate and consistent manner in line with protocols set out in policies, and maintain an incident log.
- Form a school e-safety management team to review the effectiveness and impact of the policy.
- Establish and maintain a staff professional development programme relating to e-Safety.
- Develop a parental awareness programme.
- Develop an understanding of relevant legislation.

Governing Body

- Appoint an e-Safety Governor who will ensure that e-safety is included as part of the regular review of child protection and health and safety policies.
- Support the Headteacher and/or designated e-safety co-ordinator in establishing and implementing policies, systems and procedures for ensuring a safe ICT learning environment.
- Ensure that appropriate funding is authorised for e-safety solutions, training and other activities as recommended by the Headteacher and/or designated e-safety co-ordinator (as part of the wider remit of the Governing Body with regards to school budgets).
- Promote e-safety to parents and provide updates on e-safety policies within the statutory 'security' section of the annual report.

Network Manager/Technical Staff

- Provide a technical infrastructure to support e-safety practices.
- Ensure that appropriate processes and procedures are in place for responding to the discovery of illegal materials, or suspicion that such materials are, on the school's network.
- Ensure that appropriate processes and procedures are in place for responding to the discovery of inappropriate but legal materials on the school's network.
- Develop an understanding of relevant legislation.
- Report network breaches of acceptable use of ICT facilities to the Headteacher and/or the e-safety co-ordinator.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

Teaching and Support Staff

- Contribute to the development of e-safety policies.
- Adhere to acceptable use policies.
- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Include e-safety regularly in the curriculum.
- Deal with e-Safety issues they become aware of and know when and how to escalate incidents.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

Wider School Community

- This group includes: non-teaching staff; volunteers; student teachers; other adults using school internet or other technologies.
- Contribute to the development of e-safety policies.

- Adhere to acceptable use policies.
- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Know when and how to escalate e-safety issues.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

Parents and Carers

- Contribute to the development of e-safety policies.
- Read acceptable use policies and encourage their children to adhere to them.
- Adhere to acceptable use policies when using the school internet.
- Discuss e-safety issues with their children, support the school in its e-safety approaches and reinforce appropriate behaviours at home.
- Take responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.
- Model appropriate uses of new and emerging technologies.
- Liase with the school if they suspect, or have identified, that their child is conducting risky behaviour online.

Subject Leader – Miss Alyson Moss

Adopted Spring 2019
Next review Spring 2022

Amanda Tounson

A handwritten signature in black ink, appearing to be 'Amanda Tounson', written in a cursive style.