

Eastfield Primary School



Computing Policy (Inc. Internet Access Policy)

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Computing Policy

What is Computing?

Computing is the study and use of systems that handle information electronically. Computers are the most obvious of these but also include telephones, programmable robots, tape recorders, calculators, video cameras and mobile devices.

1 Aims and objectives

1.1 A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. ICT is changing the lives of everyone. Through teaching ICT we equip children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology. They will be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing 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.

1.2 The aims of computing are to enable children to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology.

2 Teaching and learning style

2.1 As the aims of Computing are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use computers to help them in whatever they are trying to study. So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.



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2.2 We recognise that all classes have children with widely differing abilities in information technology. This is especially true when some children have access to IT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

3 Computing curriculum planning

3.1 The school uses the National curriculum scheme of work for Computing as the basis for its curriculum planning. It uses Purple Mash software as a vehicle to break down the curriculum into smaller, specific units of work that ensures all areas are covered in a focused and creative way.

3.2 We carry out the curriculum planning in Computing in two phases (long-term and medium-term). The long-term plan maps the Computing topics that the children study in each term during each key stage. The Computing subject leader works this out in conjunction with teaching colleagues in each year group and the children often study Computing as part of their work in other subject areas. Our long-term Computing plan shows how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans give details of each unit of work for each term. They identify the key learning objectives for each unit of work and stipulate the curriculum time that we devote to it. These medium-term plans are well detailed and also act as short term plans, which are evaluated by the class teacher weekly. The Computing subject leader is responsible for keeping and reviewing these plans.

3.4 The year teams are responsible for writing the medium-term plans with the Computing component of each lesson. These daily plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and the Computing subject leader may discuss them on an informal basis.

3.5 The topics studied in Computing are planned to build upon prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in each unit, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4 Foundation Stage

4.1 We teach Computing in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Computing aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and any other hardware deemed appropriate. Then during the year they gain confidence and start using the computer to find information and use it to communicate in a variety of ways.

5 The contribution of Computing to teaching in other curriculum areas

5.1 Computing contributes to teaching and learning in all curriculum areas. For example, graphics work



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links in closely with work in art, and work using databases supports work in mathematics, while the Internet proves very useful for research in humanities subjects. Information technology enables children to present their information and conclusions in the most appropriate way.

5.2 English

Information technology is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet. They learn how to improve the presentation of their work by using presentational or publishing software.

5.3 Mathematics

Many Information technology activities build upon the mathematical skills of the children. Children use information technology in mathematics to collect data, make predictions, analyse results, and present information graphically. Through the computer science strand, children use coding both physical (beebots, crumble kits) and abstract to develop problem solving skills. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

5.4 Personal, social and health education (PSHE) and citizenship

Information technology makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of technology, and they also gain a knowledge and understanding of the interdependence of people around the world.

6 Teaching Computing to children with special educational needs

6.1 At our school we teach Computing to all children, whatever their ability. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Computing teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to ICT. In some instances the use of information technology has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

We enable pupils to have access to the full range of activities involved in learning Computing. Where children are to participate in activities outside the classroom, for example, a visit to an IT exhibition, we would carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Safe Internet Access

7.1 The school provides Internet access for all pupils and the school does have an Internet Policy. This



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access is filtered to minimise the chances of pupils encountering undesirable materials. Members of staff are aware of the potential for misuse and are responsible for explaining to pupils that there are certain levels of expectation of behaviour when the Internet is being accessed, both at school and at home. An Internet home/school agreement is part of the information given to the parents of new children. (See Appendix A)

8 Assessment and recording

8.1 Teachers assess children's work in Computing by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher is expected to assess it and provide comments / feedback as necessary. At the end of a unit of work the teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum expected outcomes and passes this information on to the next teacher at the end of the year.

8.2 It is intended that the Computing subject leader keep samples of the children's work in a portfolio or on display. This will demonstrate the expected level of achievement in Computing for each age group in the school.

9 Resources

9.1 Our school is in a position where there is a desktop computer available in every classroom, as well as 3 situated in the library and a further 3 for use in each of the phases. In addition, the school has 2 sets of 16 'mobile' laptops for use within the classroom. Tablets are in good supply, with 2 class sets of iPads across the school and 2 new Hudl tablets per classroom. The school has full internet coverage via Wifi.

9.2 Technologies available at the school are:

Hardware

- P.C. Desktop computers;
- 2 Class sets of iPads.
- 2 Class sets of laptops;
- 2 Hudl tablets per class;
- colour printers;
- electronic keyboard;
- calculators;
- 12 X Beebots
- Cassette/CD players;
- iPads for teachers.
- Micro:bits
- Crumble kits
- Lego mindstorms
- Headphones

Software

- Purple Mash
- A word processing package;
- painting/drawing software;
- clip art;
- a music composition package;
- a multimedia programme;
- spreadsheets/database programmes;



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- control programme;
- simulations;
- CD-ROMs;
- Easiteach;
- mathematical software;
- literacy software;
- humanities software;
- A wide variety of educational apps.
- Minecraft

This collection is continually being added to and updated, as and when it is deemed appropriate and when money is available to do so.

10 Monitoring and review

10.1 The monitoring of the standards of the children's work and of the quality of teaching in Computing is the responsibility of the Computing subject leader. The subject leader is also responsible for supporting colleagues in the teaching of Computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Computing subject leader gives the head teacher an annual summary report in which the strengths and weaknesses in the subject are evaluated and indicates areas for further improvement. The subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of Computing.

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APPENDIX A

Dear Parents

RESPONSIBLE USE OF THE INTERNET

As part of pupils' curriculum enhancement and the development of ICT capability, Eastfield Primary School is providing filtered access to the Internet.

Pupils will be able to exchange electronic mail with partner schools and research information from museums, libraries, news providers and suitable websites as part of their learning.

Although there have been concerns about pupils having access to undesirable materials, we are taking positive steps to deal with that possibility. We have purchased our Internet access from a supplier that operates a filtering system that restricts access to inappropriate materials. All our screens are in public view and, as stated, access will be filtered.

I enclose a copy of the 'Rules for Responsible Internet Use' that we operate in our school.

If you require further information about the use of the Internet, you can telephone 0845 602 2260 and the DfEE will forward a booklet entitled 'Superhighway Safety, Safe Use of the Internet'. If you prefer, you can view the full text of this booklet at:

<http://safety.ngfl.gov.uk>

This site gives useful advice for parents using the Internet at home.

Yours sincerely

Mrs. K.Beal
Headteacher

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PLEASE COMPLETE AND RETURN THE FOLLOWING SECTION

I have read and accept the 'Rules for Responsible Internet Use'.

My child _____ of class _____ will agree to read, sign and follow the 'Rules for Responsible Internet Use'.

I understand that suitable guidance and supervision will be provided during access to the Internet.

Date: _____

Signature of Parent/Guardian: _____

Signature of Pupil: _____



RULES for RESPONSIBLE INTERNET USE

The school has installed computers with Internet access to help our learning. These rules will keep you safe and help us to be fair to others.

- I will only access the system with my own login name;
- I will not access other people's files;
- I will use the computers for school work and homework;
- I will not bring in floppy disks, CD-ROMS, DVDs, nor pen drives unless I have been given permission by a teacher;
- I will ask permission from a member of staff before using the Internet;
- I will only e-mail people I know, or my teacher has approved;
- These messages will be polite and responsible;
- I will not give my home address or telephone number, nor send a photo of myself, nor arrange to meet someone unless my parent, carer or teacher has given permission;
- I will report right away if I come across any information, or messages, that make me feel uncomfortable;
- I will not respond to any messages that are unkind, or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my teacher or parents right away so that they can contact the service provider;
- I understand that the school may check my computer files and may monitor the Internet sites I visit;
- I realise that if I use the Internet irresponsibly, access may be denied.

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INTERNET ACCESS POLICY

Dated issued: September 2018
Ratified by Governing Body on:
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Internet Access Policy

1 Introduction

1.1 Today millions of people regularly use the Internet and e-mail to communicate. Use of the Internet will rise, not only for business and personal use, but also for educational purposes. Already there is a wealth of educational resources available on the Internet and this too will continue to grow. At Eastfield Primary School we believe that the pupils should have opportunity to use these emerging and changing technologies to support their learning and to equip themselves with the skills that will be required for lifelong learning.

Resources found on the Internet, sometimes referred to as the World Wide Web (WWW), are unlike those found in more traditional media. Historically, resources such as books, videos and other resources could be carefully selected for the learning process. The Internet, by its open and dynamic nature, may lead pupils to material over which the teacher has had no previous viewing and has, therefore, been unable to judge its suitability for classroom use. The school will endeavour to point pupils to relevant curriculum sites, either via its own, or the LEA Intranet, or by previously researched sites that have been identified as being relevant to the area of study.

2 Pupil research

2.1 Research using electronic methods is now fundamental to preparing pupils for citizenship and future employment possibilities. The school will ensure that opportunities for integrating the use of the Internet into the curriculum will be planned and that staff will guide pupils in its use.

3 Staff training

3.1 The school recognises that training the staff in preparation for using the Internet is vital. The school will use a variety of agencies to train the staff in integrating new technologies into the curriculum. In addition, staff will be given opportunity to discuss issues surrounding the use of the Internet and develop appropriate teaching strategies.

4 Internet Service Provider (ISP)

4.1 The school will use an Internet Service provider (ISP) that has filtering software in place to minimise the risk of accessing inappropriate Internet material or receiving inappropriate e-mail. The chosen ISP will also have the added value of a resource of curriculum material easily available.

Should any pupils access material they have concerns about, they should notify a member of staff, who will then inform the Computing Co-ordinator. The Computing Co-ordinator will inform the ISP of the address of the offending web site, who will then take appropriate action to block further access, or attempt to access inappropriate materials. Therefore, the school reserves the right to access the work area of any user to view files held in that area.

5 Pupil access to the Internet

5.1 The school has decided that the teaching staff, who will make the necessary professional judgement regarding access for pupils, will determine individual access to the Internet. It is anticipated that access to younger pupils will be more directed, with autonomous use being available to older pupils. Where pupils are given freedom to search the Internet for information, their teacher should give them clear learning objectives.



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6 Responsible use

6.1 Pupils will be taught to use e-mail and the Internet responsibly to reduce the risk to themselves and others.

7 Benefits

7.1 The school believes that access to the Internet will enable pupils to explore resources available from libraries, other schools, LEAs and commercial content providers in a way that will enhance the learning process in ways impossible by other means. E-mail will allow communication to be made with other individuals and organisations, regardless of time and distance.

8 Parental responsibility

8.1 The final responsibility for use of the Internet lies with parents and guardians of the pupils. Therefore, parental permission will be sought before allowing pupils to access the Internet from the school system. Parents and guardians will be sent a letter explaining the school's use of the Internet and a copy of the pupils' rules.



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Acceptable Use Statement for Staff

The school recognises that training the staff in preparation for using technology is vital. The computer system is owned by the school, and may be used by students to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The school's Acceptable Use Policy has been drawn up to protect all parties - the pupils, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet usage including e-mails.

IPad Agreement

When using the school's iPads, I have read, understood and will comply with the following statements:

- I will ensure that any devices taken off site, (including laptops, tablets, cameras, removable media or phones) will be secured in accordance with the school's Data Security and E-Safeguarding Policies.
- I understand my personal responsibilities in relation to the Data Protection Act and the privacy and disclosure of personal and sensitive confidential information.
- I will take reasonable precautions to ensure that any devices (laptops, tablets, cameras, removable media or phones) are stored in a secure manner. Devices should not be stored in a car overnight or left in sight when not in use, e.g. by an open window or on the back seat of a car.
- I will secure any equipment taken off site for school trips.
- I will not download or install any software from the internet or from any other media which may compromise the school network without prior authorisation from the E-Safeguarding Co-ordinator.
- I will not download any data which may be deemed unprofessional for the individual or bring the school into disrepute. e.g. personal photographs.
- I understand that my files, communications and internet activity may be monitored and checked at all times to protect my own and others' safety, and action may be taken if deemed necessary to safeguard me or others.
- I understand that the use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to the appropriate authorities.
- Staff must not access social networking sites for personal use.
- I will only install software and applications on school owned equipment following the procedure in place and with the support of the Computing Co-ordinator.
- I understand that if I do not follow all statements in this AUP and in other school policies relating to the use of IT equipment I may be subject to disciplinary action in line with the schools established disciplinary procedures.

Agreement

I have read and understand all of the above listed points relating to my use of technology within school. I understand that if I fail to comply with this Acceptable Use Policy agreement, I could be subject to disciplinary action.

Staff name

Signed

Date

Acceptable Use Statement for Staff

The computer system is owned by the school, and may be used by students to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The school's Acceptable Use Policy has been drawn up to protect all parties - the pupils, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet usage, including e-mails.

When using the school's ICT equipment and information systems, I have read, understood and will comply with the following statements:

- I have read and understood the implications and my personal responsibilities in relation to the use of ICT equipment which is detailed within this policy and the E-Safeguarding Policy.
- I will access the internet and ICT systems using an individual username and password, which I will keep secure. I will ensure that I log out after each session and never allow other users to access the internet through my username and password. I will report any suspicion, or evidence that there has been a breach of my personal security in relation to access to the internet or ICT systems, to the E-Safeguarding Coordinator.
- All passwords I create will be in accordance with the school E-Safeguarding Policy. I will ensure that I use a suitably complex password for access to the Internet and ICT systems.
- I will not share my passwords with any colleagues or pupils within school.
- I will seek consent from the E-Safeguarding Coordinator/ Head Teacher prior to the use of any **new** technologies (hardware, software, cloud-based services) within school.
- I will not search for, download, upload or forward any content that is illegal or that could be considered an offence by another user. If I encounter any such material I will report it immediately to the E-Safeguarding Coordinator/ Head Teacher.
- I will not attempt to bypass any filtering and/or security systems put in place by the school.
- If I suspect a computer or system has been damaged or affected by a virus or other malware, I will report this to the E-Safeguarding Coordinator.
- I understand that there are different levels of filtering in school and that devices with a staff filtering level will only be used by pupils under strict adult supervision.
- I understand my personal responsibilities in relation to the Data Protection Act and the privacy and disclosure of personal and sensitive confidential information.
- I will ensure that any personal or sensitive information taken off site will be situated on a school-owned device with appropriate technical controls such as encryption/ password protection deployed.
- Any information asset, which I create from other information systems, which could be deemed as personal or sensitive will be stored on the school network and access controlled in a suitable manner in accordance with the school data protection controls. (For example spread sheets/other documents created from information located within the school Management Information System).
- I understand that my files, communications and internet activity may be monitored and checked at all times to protect my own and others' safety, and action may be taken if deemed necessary to safeguard me or others.
- I understand that the use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to the appropriate authorities.
- I understand that if I do not follow all statements in this AUP and in other school policies relating to the use of IT equipment I may be subject to disciplinary action in line with the schools established disciplinary procedures.

E-Mail

- I will access my school e-mail account using an individual username and password, which I will keep secure. I will ensure that I log out after each session and never allow other users to access to my account. I will report any suspicion, or evidence that there has been a breach of my personal security in relation to e-mailing to the E-Safeguarding Coordinator.
- I will use my school email address for all correspondence with staff, parents or other agencies and I understand that any use of the school e-mail system will be monitored and checked. I will under no circumstances use my private e-mail account for any school-related business.
- Communication between staff and pupils or members of the wider school community should be professional and related to school matters only.
- I will ensure that any posts made on websites, blog sites or via electronic communication, by either myself or the pupils in my care, will not damage the reputation of my school.
- I will take care in opening any attachments sent by email. I will only open e-mails and associated attachments from trusted senders.

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Mobile phones and devices

- I will ensure that my mobile phone and any other personally-owned device is switched off or switched to 'silent' mode during school hours. Mobile phones should not be kept on your person or on view during lessons or while children are present.
- Bluetooth communication should be 'hidden' or switched off and mobile phones or devices will not be used during teaching periods unless permission has been granted by a member of the Senior Leadership Team in emergency circumstances.
- I will not contact any parents or pupils on my personally-owned device.
- I will not use any personally-owned mobile device to take images, video or sound recordings.

Learning and teaching

- I will support and promote the school E-Safeguarding Policy at all times. I will model safe and responsible behaviour in pupils when using ICT to support learning and teaching.
- I will ensure that I am aware of my individual responsibilities relating to the safeguarding of children and know what to do in the event of misuse of technology by any member of the school community.
- I will ensure that pupils are fully supervised when using devices with an adult filter setting.

Social Media

- I must not talk about my professional role in any capacity when using personal social media such as Facebook, Twitter and YouTube or any other online publishing websites.
- I must not use social media tools to communicate with current or former pupils under the age of 18.
- I will not use any social media tools to communicate with parents unless approved in writing by the Head Teacher.
- I will set and maintain my profile settings on social networking sites to maximum privacy and give access to known friends only.
- I will not use social media to display images, work or postings from or about the school, its pupils or staff in either professional and private setting.
- Staff must not access social networking sites for personal use during school hours or using school equipment.
- If I experience any derogatory or slanderous comments relating to the school, colleagues or my professional status, I will take screenshots for evidence and escalate to the E-Safeguarding Co-ordinator.

Managing digital content

- I will demonstrate professional, safe and responsible behaviour when creating, using and storing digital images, video and sound within school.
- I will only use images of pupils with parental consent and I am aware of the pupils in school who do not have this permission. I will take measures to ensure those parental wishes are taken into account when arranging assemblies, performances and blogging.
- Under no circumstances will I use any personally-owned equipment for video, sound or images without prior consent from the designated member of staff. (E-Safeguarding Coordinator or Head Teacher).
- When searching for images, video or sound clips, I will ensure that I or any pupils in my care are not in breach of any copyright law.
- I will ensure that any images, videos or sound clips of pupils are stored on the school network and never transferred to personally-owned equipment without prior arrangement with the Head Teacher and E-Safeguarding Coordinator.
- I will ensure that any images taken on school-owned devices will be transferred to the school network (storage area/server) and immediately deleted from the memory card.
- I will model safe and responsible behaviour in the creation and publishing of online content within the school learning platform, online software and any other websites. In addition to this I will encourage colleagues and pupils to adopt similar safe behaviour in their personal use of blogs, wikis (Website creation and editing) and online publishing sites.

Data Security

- I understand that data held by the school is classified into three levels (Restricted, Protected and Public).
- I will not try to access or change data that I am not privy to.
- I will not store or transfer RESTRICTED DATA using a mobile device that is not pass coded or encrypted.



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Agreement

I have read and understand all of the above listed points relating to my use of technology within school. I understand that if I fail to comply with this Acceptable Use Policy agreement, I could be subject to disciplinary action.

Staff name

Signed

Date