



## Computing and ICT Policy

(Including Early Years Foundation Stage)

### Introduction

This policy aims to cover the different elements that Information and Communications Technology (ICT) and Computer Science can cover within our school. These guidelines have been drawn up to ensure that all stakeholders within the school are aware of what is expected of them and are able to stay safe when using the hardware and software we have in school. The equipment and resources within school are provided to enhance the learning of the pupils and to aid the staff in their delivery of the curriculum; this policy will enable these to go ahead. The following pages will set out a framework for how ICT and Computer Science will be taught, assessed and monitored throughout the school and should reflect the ethos and philosophy of our school.

### Aims/Rationale

Information and Communications Technology and Computer Science prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology.

We recognise that Computer Studies are an important tool in both the society we live in and in the process of teaching and learning. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use appropriate computing resources effectively as powerful tools for teaching and learning. To enable all our staff and pupils to be confident, competent independent users and learners of computers we aim:

- To use computing technologies as a tool to support teaching, learning and management across the curriculum.
- To develop the computer competence and skills of pupils through computing lessons and provide them with the chance to consolidate these in a cross-curricular context.
- To ensure pupils are challenged in their use of computing technologies and are provided with exciting, creative ways in which to share their learning.
- To ensure computing technologies are used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
- To provide all staff with the training and support to ensure that they can, and have the confidence to, use computing to its full potential in all aspects of school life.
- To maximise the use of computing technologies in developing and maintaining links between other schools, the local community including parents and other agencies.



## Curriculum

Computing will be taught across the curriculum and wherever possible, integrated into other subjects. Every class will have stand-alone computing sessions to teach skills that can then be applied in the cross-curricular sessions. The long-term computing curriculum map will show the journey in which the children are expected to take but this will be adapted each year to ensure that it is relevant and up to date.

The National Curriculum for computing has four main aims to ensure that all pupils:

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

## Early years

It is important in the foundation stage to give children a broad, play-based experience of ICT and computing in a range of contexts, including off-computer activities and outdoor play.

Computing is not just about computers. Early years learning environments should feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys.

Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

## By the end of Key Stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write and test simple programs
- use logical reasoning to predict and computing the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.
- Recognise common uses of information technology beyond school.



### By the end of Key Stage 2 pupils should be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### Assessment

Computing will be assessed in a number of ways using formative and summative assessment. Formative assessment will happen during computing lessons and will be used to inform future planning and this is conducted by the teacher on an informal basis. Computer capability will be completed on a termly basis with notes being taken by the teacher.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes outlined in the relevant programme of study.

### Learning Out of School Hours

Out of school hours learning in Computing is available to children before and after school. We believe that access to computing technologies out of school hours:

- Increases the time our children spend learning.
- Increases access to computing technologies especially for those children without a computer at home.
- Enables some children to develop and extend personal hobbies and interests.
- Develops computing capability; potentially raising self-esteem, motivation and standards of achievement.

### Online Learning

As a school, we value the importance of providing opportunities for children to learn outside of school and we will provide these depending on the age of the child.

On our website we:



- Provide links to generic websites suitable for the age phase (e.g. phonics)
- Provide links to websites suited to the current topic
- Provide logins for online tools such as Purple Mash, Busythings and MyMaths

### **Equal Opportunities and Inclusion**

We will ensure that all pupils are provided with opportunities to access the computing curriculum throughout the school. Where necessary, we will endeavour to make adaptations to the environment or provide software that will enable all learners to achieve.

## **Roles and Responsibilities**

### **Computer Technician (ADEPT)**

The school has remote and fortnightly onsite technical support. Adept is responsible for security of our network both within school and online. They troubleshoot and fix technical issues to make sure our network of computers run smoothly.

### **IT Manager**

The IT Manager oversees the smooth running of the school network. They work closely with the school's tech company. He/she will keep the hardware inventory up-to-date and ensuring the school has the appropriate number, and level, of software licenses for all software within the school. He/she is responsible for managing equipment and responsible for ensuring tools and procedures are sustainable. He/she manages the IT budget and quotes for purchases.

### **Computer Specialist Teacher**

The Teacher is responsible for raising standards in Computing. He/she will also be responsible for informing staff of new developments and initiatives and providing training where appropriate.

### **Teachers and Teaching Assistants**

All staff should respond to, and report, all online safety or cyber bullying issues that they encounter within or out of school in accordance to online safety procedures as stated in the online safety policy.

### **Governors and visitors**

School governors should abide by the guidelines set out for staff and ensure that if they do use the computers and equipment within school that they are doing so safely. If either a visitor or governor wishes to have an account to logon to the school network, they should speak to the Headmistress.

### **The School**

As a school we will endeavor to ensure that parents and pupils are fully aware of ways in which the internet and computers can be used productively and safely. We will always ensure that we provide children with the opportunities to excel and achieve when using computing technologies and will ensure our curriculum is challenging and relevant. Before launching any system or initiative, we will make sure that the children's safety is at the forefront of our thoughts and we will keep parents informed as necessary through newsletters and parents' events.



## **Pupils**

Pupils should follow the guidelines laid out in the AUP. They should ensure that they use the computers and equipment appropriately at all times. It is expected that children will follow the school's Promotion of Good Behaviour policy when working online. They are also expected to adhere to the school's Anti-bullying policy. If the children fail to do so, then the procedures outlined in these policies will come into force.

## **Parents**

Parents should stay vigilant to the websites and content that their children are accessing. They should also try to talk to their child about online safety and the use of the internet. If they have any questions or concerns then they should speak to their child's teacher, the computer teacher or the Headmistress.

## **Equipment, Hardware and Software**

Hardware should not be installed without the permission of the Headmistress and/or the computing department. Staff should be vigilant to reduce the risks of virus infection as stated in the AUP.

The installation of software unauthorised by the school, whether licensed or not, is forbidden. If you are unsure, please speak to the Headmistress and/or the computing department for advice. The school reserves the right to examine or delete any files that are held on its system.

## **Network**

Staff will be issued with a username for the computer consisting of first initial last name and a simple password. It is their responsibility to change this in accordance with the password procedure below. Pupils in the Junior school will not be expected to log on to the network as this will be done for them. Girls in the senior school are issued with a username for the computer consisting of first initial last name. Girls in Years 3 & 4 have passwords of the year they are due to leave The Granville. Girls in Years 5 and 6 create their own passwords.

All accounts will be created and monitored by the Technician.

## **Backups**

The data stored on the school's network is scheduled to backup on-site each week. This will allow backups of files to be recovered if the original becomes lost or damaged.

## **School Website**

The school main website will be run by IT Manager and Social Media Coordinator

## **Internet and E-mail**

Please see The Granville School Online Safety Policy.

## **Passwords**

Staff should make sure that any passwords they use are strong and contain a mixture of some of the following; upper- and lower-case letters, numbers and punctuation. These should be changed regularly, especially if the user suspects others may know the password.

## **School Liaison, Transfer and transition**



When a new child joins, it is the responsibility of office staff to inform the technician of the child's name and year group. The technician will then provide a network login.



## Security

We take security very seriously. As such:

- the computing technician will be responsible for regularly updating anti-virus software.
- use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, volunteers and children must sign a copy of the schools AUP.
- parents will be made aware of the 'acceptable use policy' at school entry and ks2.
- all pupils and parents will be aware of the school rules for responsible use of IT and computing and the internet and will understand the consequence of any misuse.
- the agreed rules for safe and responsible use of IT and computing and the internet will be displayed in all computing areas.

## Kindle and other eReaders

eReaders are devices with E Ink screens, designed primarily for viewing books. Some examples include the Kindle, Nook and Sony Reader. Pupils from Year 3 may use eReaders.

## Personal Data

Staff should be aware that they should not transfer personal data such as reports, images, IEPs and contact information on to personal devices unless strictly necessary. This data should then be removed as soon as possible. When using a personal laptop or device containing student data, staff should be extra vigilant to not leave this device lying around or on display.

## Online Safety

At The Granville we take online safety very seriously. Please see **The Granville School Online Safety Policy**.

## Complaints

Incidents regarding the misuse of the Internet by children will be delegated to the IT Manager and Computer Specialist Teacher who will decide which additional evidence should be gathered or recorded. A partnership approach with parents will be encouraged. Any complaint about staff misuse will be referred to the Headmistress. Complaints of a child protection nature must be dealt with in accordance with child protection procedures.

## Copyright and Intellectual Property Right (IPR)

Copyright of materials should be respected. This includes when downloading material and/or copying from printed materials. Staff should not remove logos or trademarks unless the terms of the website allow it.

Staff should check permission rights before using materials, particularly images, from the internet. Children will be taught in Key Stage 2 to begin to consider the use of images from the internet. In year 3/4 they will have discussions about the proper use of images with questions such as 'Is it OK to use



an image we find online?’ As they progress to year 5/6 some children should start referencing the sites they have used. This could be as simple as putting the name of the site the image came from or a hyperlink. It is not expected for children to include a full reference but to be *aware* that it is not acceptable to take images directly from the internet without some thought on their use.

All materials created by staff whilst in employment of the school belong to the school and should not be used for financial gain. This is in accordance with guidelines laid out by the local authority.

### **Responding to unacceptable use by staff**

Failure to comply with the guidelines and expectations set out for them could lead to sanctions being imposed on staff and possible disciplinary action being taken in accordance with the school’s policy and possibly the law.

### **Responding to unacceptable use by pupils**

Pupils should be aware that all online safety issues will be dealt with quickly and effectively. When dealing with unacceptable use, staff should follow the Promotion of Good Behaviour policy and if necessary, the Anti-Bullying policy. Children may have restrictions placed on their account for a short time.

### **Acceptable Usage Policy Governors and Visitors**

Visitors, both physical and virtual, may be provided with accounts to our network and/or online systems. Visitors will have a lower level of access than staff and each account will be provided on a case-by-case basis. This will depend on the purpose of the account requested.

### **School Network and wireless**

Users will:

- Be given a login for their time in the school
- Be expected to follow the guidelines as set out for staff
- Understand that this account may be removed at any time

### **Linked Policies:**

- Online Safety Policy
- Promotion of Good Behaviour Policy
- Anti-Bullying Policy
- Acceptable Usage Policies