

# Weobley Primary School

## Computing Policy

### **1. Introduction**

This document is a statement of the aims, principles, strategies and procedures for the use of computing and ICT throughout Weobley Primary School.

### **2. The distinctive contribution computing to the school curriculum.**

Computing contributes to the school curriculum by preparing all young people to participate in a rapidly changing society in which work and other forms of activity are increasingly dependent on computing and ICT. The subject is split into 5 areas:

- Computer Science – programming
- Computer science – computers and networks
- Information Technology – multimedia
- Information technology – data handling
- Digital literacy – e-safety

Computer science aims to teach children how digital systems work and how to put this knowledge to use through programming.

Information technology equips children to use a range of software to create programs, documents, music, art etc. and allows them to further their learning across the whole curriculum. This area also includes research techniques and analytical skills, enabling children to develop skills necessary to choose what information is relevant to their area of study.

Digital literacy aims to allow children to express themselves and develop their ideas through technology, at a level suitable for the future workplace. At a primary level, it is vital that the children are aware of how to use technology safely, protecting their own identity and the identities of others.

Children enjoy using technology at school and learning is greatly enhanced when enthusiasm levels are high.

### **3. Aims**

Through the use and teaching of computing the school aims to:

- Meet National Curriculum requirements in computing;

- Help other curriculum areas achieve National Curriculum requirements through the support of ICT;
- Allow staff and children to gain confidence in, and enjoyment from, the use of ICT.
- Allow children to develop specific computing skills.
- Allow all pupils to access the curriculum through ICT;
- Ensure that staff and children alike understand the capabilities and limitations of ICT and gain insight into the implications of its development for society;
- Allow staff to develop professionally by enhancing their teaching skills, management skills and administrative skills.

#### **4. Principles for the teaching and learning of computing**

With limited ICT resources available in each classroom, it is essential that the organisation of those resources be such that there is a demonstrable equality of access. This is achieved by adopting the following organisational and pedagogical strategies as appropriate to the activity being taught:

- Planning activities that allow sufficient time for all individuals to take part.
- Effective teaching input (whole class, group or individual) to allow completion of task without further teacher intervention.
- Planning short, time limited, skills-focused activities.
- Identify clear learning objectives in planning and teacher input.
- Working individually, in pairs, or in small groups.
- Splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts,
- Maintaining ICT registers/task lists etc. to encourage individuals to complete tasks at appropriate times when equipment is available, and to provide evidence of equality of access.
- Clear instructions in the event of being “stuck” or equipment failure (e.g. use of class “experts”).
- Allow opportunities for work to be printed for display, evidence, publishing on the school web site etc.

## **5. Acceptable Use Statement**

The computer system is owned by the school, and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management.

The school recognises that technologies such as the Internet and e-mail will have a profound effect on children's education and staff professional development in the coming years and the school's Internet Access Policy has been drawn up accordingly.

The installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden.

***The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.***

## **6. Internet Access Policy Statement**

- All Internet activity should be appropriate to staff professional activities or the children's education;
- Access is limited to the use of authorised accounts and passwords, which should not be made available to any other person;
- Activity that threatens the integrity of the school's computer systems, or that attacks or corrupts other systems, is prohibited;
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received. Due regard should be paid to the content. The same professional levels of language should be applied as for letters and other media;
- Use for personal financial gain, political purposes or advertising is excluded;
- Copyright of materials must be respected;
- Posting anonymous messages and forwarding chain letters is forbidden;
- The use of the Internet, e-mail, or any other media to access inappropriate materials such as pornography, racist or any other offensive material is strictly forbidden and will result in disciplinary action.

## **7. Internet Publishing Statement**

The school wishes the school's web site and Twitter account to reflect the diversity of activities, individuals and education that can be found at Weobley Primary School. However, the school recognises the potential for abuse that material published on the Internet may attract, no matter how small this risk may be. Therefore, when considering material for publication on the Internet, the following principles should be borne in mind:

- No visual images containing identifiable children's faces may be made or posted without the written consent of the parents/legal guardian of the child concerned, and the child's own verbal consent.
- Surnames of children should not be published, especially in conjunction with photographic or video material.
- No link should be made between an individual and any home address (including street names).
- Where the person publishing material suspects that there may be child protection issues at stake then serious consideration must be taken as to whether that material may be published or not. In the case of a simple piece of artwork or writing, this may well be fine, but images of that child should not be published. If in doubt, refer to the person responsible for child protection.
- No material may be published on the school web site without approval of the Head Teacher or Computing co-ordinator.

## **8. Use of Portable Equipment**

The school provides portable ICT equipment such as laptop computers, iPads, colour printers and digital cameras to enhance the children's education and to allow staff to make efficient use of such equipment to enhance their own professional activities.

***Exactly the same principles of acceptable use apply as in section 6 and 7 above.***

- Certain equipment (e.g. digital camera) will remain in the ICT resource area, and may be booked out for use according to staff requirements. Once equipment has been used, it should be returned to the resource area;
- Equipment such as laptop computers are encouraged to be taken offsite for use by staff in accordance with the Acceptable Use Statement and Internet Access Policy, provided that staff have signed a disclaimer accepting full responsibility for the equipment in their care, ***and that the equipment is appropriately insured from the moment it leaves the school premises and that staff accept full liability if it is not.***

- Equipment used in conjunction with a school-approved excursion does not require the signing of such a disclaimer.
- Any costs generated by the user at home, such as phone bills etc. are the responsibility of the user.
- Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned to school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it.
- Individual class digital cameras are the responsibility of the class teacher. This includes their use, condition (See Section 10) and the content stored on them.

## 9. Data Protection Act

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

## 10. Care of Equipment

The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.

- All equipment should be switched off at the end of the working day and locked for security purposes.
- Computers may be wiped clean with a soft damp cloth **when switched off**, and covered with fabric when not in use (if appropriate).
- Any technical fault should be reported immediately to the Computing co-ordinator and the ICT Technician.
- The use of solvent cleaners and polishes is not allowed.

## 11. Role of the Computing Co-ordinator

*Due to the design of the school network in Weobley Primary School, which incorporates the schools administrative systems, the role of the computing co-ordinator is wider than normal. The term "staff" should be regarded to include administrative staff, non-teaching assistants and other adults accessing the network.*

The responsibilities include:

- Maintenance of a computing policy that reflects current technology and attitudes.
- Maintenance of a Scheme of Work that reflects current resources, National Curriculum, staff and child skills etc.
- Monitoring of implementation of the Scheme of Work throughout the school including issues such as equality of access, planning and assessment etc.
- Organisation of hardware and software throughout the school.
- Maintenance of resources such as software masters, digital cameras, control and monitoring equipment in an organised and accessible manner.
- Plan and implement INSET programmes according to staff needs, as agreed with the Head Teacher.
- Provide an annual action plan and financial plan for the maintenance and development of the school's ICT resources.
- To liaise with other curriculum co-ordinators regarding the purchase of resources for their subject area,
- To maintain a portfolio of computing work carried out by children throughout the school and in all areas of the curriculum.
- To provide support in the delivery of the school's Scheme of Work through monitoring, advice, provision of sample lessons and activities etc according to the needs of the individual member of staff. This will include reporting to the Head Teacher when appropriate.
  - To monitor new developments in computing (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.
- To liaise with the school network manager, especially in the area of network maintenance to ensure that the integrity of the system is not threatened in the event of illness, staff departure etc.

- To help members of staff ensure their online profiles have the highest privacy settings applied as possible.

## **12. Planning, Recording, Assessment and Monitoring.**

Each year group must provide separate long term and medium term plans for computing according to the school's planning policy. These should reflect the Scheme of Work and clearly identify computing learning objectives and pedagogical organisation. Staff should also explicitly identify where ICT is being used to support other subjects within that subject's planning. Copies of plans should be submitted to the computing co-ordinator every half term.

If appropriate, computing work may be submitted for inclusion in the school's ICT portfolio. One piece of work per term must be submitted with details of the activity, annotated and cross-referenced to the Scheme of Work and National Curriculum.

Children shall be assessed, according to the assessment criteria set out in the scheme of work, at the end of each unit of study. In addition, children shall be assessed against National Curriculum levels at the end of Terms 1, 2 and 3. Records shall be kept according to the format agreed on the Pupil Tracker.

It is the aim of the school's portfolio to record progression throughout the school.

Reporting to parents is done informally at parents' evenings, by appointment etc, and an annual written report is provided which will focus upon attitudes of the child to computing, skills, and competence in a variety of applications.

## **13. Social Networking**

The school cannot tell anybody to close an account on a social networking site (Facebook, Twitter etc) but the following is *strongly advised*:

- Account privacy settings should be set to their highest level. If someone is unsure how to do this they should consult the Computing Co-Ordinator.
- Profile pictures containing an image of the member of staff should be chosen responsibly by said member of staff (i.e. An image that the user would not mind pupils seeing).
- Becoming 'Friends' with parents of pupils not known socially outside of school is not recommended.
- Statuses/Tweets etc should not mention the school in a negative manner. Any that refer to the school or events in the school in a negative manner could result in disciplinary action.

The following *must* be followed:

- Under no circumstances should a member of staff be 'friends' with a non-related pupil/ex-pupil at the school. Any 'friend requests' from non-related pupils should be immediately refused and any existing 'friends' that are non-related pupils/ex-pupil at the school should be deleted.
- Any images containing non-related pupils/ex-pupils in school settings (Trips, in uniform, in school etc.) must not be published onto an individual's profile.
- Statuses and tweets should never reveal the identity a pupil.
- Any contact by pupils to a member of staff (Via private message, email etc) must not be replied to and a copy of the original message should be printed off and given to the Headteacher.

This policy will be reviewed and revised as necessary on an annual basis.

J Ameghino January 2016