



Computing Policy - Curriculum, Administration, Information Management and Internet Safety

Vision

Over recent years, there has been an I.T. revolution, and computers are now an essential part of our society. Computers are built into everyday objects such as music systems, household appliances, audio-visual equipment, and commercial and industrial machinery. Computers are used as tools to handle and communicate information. It is vital that children gain confidence and capability in the use of I.T., as it is certain that it will be a requirement in any job, or even just in day-to-day living. The use of I.T. can also enhance and extend a child's learning across the whole curriculum and in out-of-hours learning opportunities.

Our vision is to be the best provider of information and communication technologies that we can be. Students will have an experience of computing that will enable them to become tomorrow's citizens: investigative, communicative, independent, confident problem solvers; fully equipped to be lifelong learners.

Aims

Ensure that all students develop a capability with computing that enables them to:

- Develop confidence in computing
- Develop independence and autonomy in computing
- Develop problem solving skills
- Exploit the potential of computing whilst realising its limitations
- Enrich and extend their learning through the curriculum
- Assess the social effects and implications of computing
- Be equipped to successfully access the workplace and/or higher and further education

Computing in School:

- Is an integral part of learning activities within the classroom
- Enhances and encourages learning in all subjects
- Is accessible throughout the school
- Provides opportunities for all pupils to consolidate, extend and reinforce computing knowledge, skills and understanding in different curriculum settings

Provide a planned, coherent and evolutionary structure within school to take advantage of computing developments and so allow our School to take full advantage of the curriculum and management innovations and emerging technologies.

Curriculum Development and organisation

The National Curriculum can be broken down into three main areas:

Digital literacy

Pupils should be taught how to develop and refine their ideas, using available ICT tools, deciding upon the appropriateness of various media; sound, text, images, movies, etc. They should learn how to use ICT to monitor or control events, responding to and evaluating the results. Also how to s
Children should be taught to use I.T. hardware and software to prepare, organise, reorganise, communicate, retrieve, interpret and analyse information and ideas. This involves the appropriate use of text, graphs, pictures and sound, showing sensitivity to the needs of an audience. Also, how to be safe while using a computer.

Information Technology

This covers the storage and retrieval of information, from asking people questions to searching the Internet. It concentrates on collecting, interpreting and classifying data, in order to use, store or publish information.

Computer Science

Show children how computers work and how to write algorithms and solve problems to eventually create a computer program.

All of this should be set within the context of the children's own experiences.

Delivery of Computing

Computing pervades all areas of the curriculum. Using a computer for the recording, retrieval and presentation of information in the classroom should be as natural for the children as using pencil and paper. In order to ensure that valuable areas of experience are covered:

- Computing use is integrated into the program of curriculum foci throughout school, including Literacy and Numeracy.
- All classes offer children experience in each of the four strands of the computing curriculum

- Access to computing is an entitlement of all pupils and is monitored to ensure that everyone is given the maximum opportunities to select or use computing.

Teaching and Learning Approaches

Children are individuals and have individual learning styles. These need to be taken into account to ensure that the highest level of learning possible is achieved in all learning experiences.

- Computing skills should be taught, wherever possible, in whole-class situations with visual, auditory and kinaesthetic elements, supported by practical tasks. Skills should be applied through meaningful cross-curricular projects.
- Children should be taught that computing is a tool to be selected where it enhances the overall result.
- A core of software and hardware should be used to deliver the majority of the curriculum, to ensure that pupils and staff become increasingly familiar with the tools available so that the process and the results are the focus of the learning.
- Activities need to be differentiated to ensure all children are suitably challenged
- Work in computing is a combination of whole-class, group, paired or individual approaches, appropriate to the task.
- Children should be taught the skills to be able to independently select appropriate computing skills for a given task.
- As in Literacy, children should be taught the skills to enable them to be aware of, and take account of, the audience for the end-product of their computing use. Meaningful contexts for computing work will provide opportunities to develop this awareness.
- Challenging activities have the potential to develop a child's creativity and allow him/her to offer a unique outcome.

Entitlement and Equal Opportunities

Computing should be made meaningful, accessible, exciting and relevant to all children. Computing should be taught from the children's experiences, taking individuality into consideration, reflecting the local and wider communities. The staff must ensure that all teaching and resources, especially CDROMs and other digital content (as far as is possible) contain positive images, and challenges stereotyping of individuals.

The individuality of each child will be taken into account when planning learning activities and all children should have access to the curriculum.

Staff should monitor the development of children identified as having special educational needs, consulting and informing the child's statement or IEP. In addition to this, work will be differentiated for every child in the class, including extension work for the more able children.

Internet Safety

1 Introduction.

The resources used by pupils in school are carefully chosen by the teacher and determined by curriculum policies. Use of the Internet, by its nature, will provide access to information that has not been selected by the teacher. Whilst pupils will often be directed to sites which provide reviewed and evaluated sources, at times, they will be able to move beyond these to sites unfamiliar to the teacher.

The problems and issues that have been highlighted by the media concern all schools. Whilst some of the media interest is hype, there is genuine cause for concern that children might access unsuitable material either accidentally or deliberately.

The purpose of this policy is to:

- Establish the ground rules we have in school for using the Internet
- Describe how these fit into the wider context of our discipline and PSHE policies
- Demonstrate the methods used to protect the children from sites containing pornography, racist or politically extreme views and violence. The school believes that the benefits to pupils from access to the resources of the Internet, far exceed the disadvantages. Ultimately, the responsibility for setting and conveying the standards that children are expected to follow, when using media and information resources, is one the school shares with parents and guardians

Thornhill Primary School, feel that the best recipe for success lies in a combination of site-filtering, of supervision and by fostering a responsible attitude in pupils in partnership with parents.

Parents will be sent an explanatory letter and the rules that form our Internet Access Agreement (Attached to the end of this document). This can be seen as an extension to the Home School Agreement.

2 Using the Internet for Education

The benefits include:

- access to a wide variety of educational resources including libraries, art galleries and museums
- rapid and cost effective world-wide communication
- gaining an understanding of people and cultures around the globe
- staff professional development through access to new curriculum materials, experts' knowledge and practice
- exchange of curriculum and administration data with LA/DFE social and leisure use
- greatly increased skills in Literacy, particularly in being able to read and appraise critically and then communicate what is important to others

The school intends to teach pupils about the vast information resources available on the Internet, using it as a planned part of many lessons. All staff will review and evaluate resources available on web sites appropriate to

the age range and ability of the pupils being taught and the Computing Co-ordinator will assist in the dissemination of this information.

Initially the pupils may be restricted to sites that have been reviewed and selected for content. They may be given tasks to perform using a specific group of web sites accessed from a common 'Favourites' menu on the school 'Intranet'. Pupils will have the opportunity to exchange information via email. They will be taught how to use the address book, how to attach files to an email and how to follow conventions of politeness.

As pupils gain experience, they will be taught how to use searching techniques to locate specific information for themselves. Comparisons will be made between researching from different sources of information, (CD Rom, books, WWW).

Pupils will learn to decide when it is appropriate to use the Internet, as opposed to other sources of information, in terms of: the time taken, the amount of information found, the usefulness and reliability of information located.

At times, information, such as text, photos etc may be "downloaded" from the Internet for use in pupils' presentations. Tasks will be set to encourage pupils to view web sites and information with a critical eye.

3 Pupils' Access to the Internet

Thornhill Primary School will use the Rotherham Borough Council's broadband filtered Internet Service, which will minimize the chances of pupils encountering undesirable material. Thornhill Primary School will only allow children to use the Internet when there is a responsible adult present to supervise.

Members of staff will be aware of the potential for misuse, and will be responsible for explaining to pupils the expectation we have of pupils.

Teachers will have access to pupils' emails and other Internet related files and will check these on a regular basis to ensure expectations of behaviour are being met.

4 Expectations of Pupils using the Internet

- All pupils are expected to read and accept the Internet Agreement prior to accessing the internet
- At Thornhill Primary School, all pupils are to be responsible for their own behaviour on the Internet, just as they are anywhere else in school. This includes materials they choose to access, and language they use
- Pupils using the World Wide Web will not deliberately seek out offensive materials. Should any pupils encounter any such material accidentally, they are to report it immediately to a teacher, so that the Service Provider can block further access to the site
- Pupils will not use any inappropriate language in their email communications and contact only people they know or those the teacher has approved
- Pupils will be taught the rules of etiquette in email and will follow them
- Pupils must ask permission before accessing the Internet and have a clear idea why they are using it
- Pupils should not access other people's files at any time
- Computers should only be used for schoolwork and homework unless permission has been granted otherwise
- No program files may be downloaded to the computer from the Internet. This is to prevent corruption of data and avoid viruses
- No pens or external devices (DVDs USB Flash memory) should be brought in from home for use in

school. This is for both legal and security reasons

- Homework completed at home may be brought in on external devices but this will have to be virus scanned by the class teacher before use
- No personal information such as phone numbers and addresses should be given out and no arrangements to meet someone made unless this is part of an approved school project
- Pupils consistently choosing not to comply with these expectations will be warned, and subsequently may be denied access to Internet resources.

5 Web Site Guidelines

- A web site can celebrate good work, promote the school, publish resources for projects and homework, and link to other good sites of interest
- No names and photographs that identify individual children will appear on the website without parental consent.
- Personal information and e-mail identities will not be divulged. Only the point of contact to the school i.e. phone number, school address and e-mail to Head/ Co-ordinator
- Group photos will not contain a names list
- Work displayed will be of the highest quality and reflect the status of the school

6 Internet Agreement

All pupils and their parents / guardians will be asked to read and sign an acceptable use agreement covering the expectations we have of pupils using the computers/internet in school. Also all staff will sign an acceptable use agreement for using the computers/internet in school.

Use of Mobile Technology

Mobile Technology can be a valuable educational tool, conferring many benefits which enhance teaching and learning. Such technology provides opportunities for pupils to conduct research and communicate with others for educational purposes. Pupils should remember that the use of Mobile Technology requires them to take responsibility for their behaviour.

Pupils' use of personal devices

- If a pupil breaches the school policy then the phone or device will be confiscated and will be held in a secure place in the school office. Mobile phones and devices will be released to parents or carers in accordance with the school policy.
- Phones and devices must not be taken into examinations. Pupils found in possession of a mobile phone during an exam will be reported to the appropriate examining body. This may result in the pupil's withdrawal from either that examination or all examinations.
- If a pupil needs to contact his or her parents or carers, they will be allowed to use a school phone. Parents are advised not to contact their child via their mobile phone during the school day, but to contact the school office.

- Pupils should protect their phone numbers by only giving them to trusted friends and family members. Pupils will be instructed in safe and appropriate use of mobile phones and personal devices and will be made aware of boundaries and consequences.
- Pupils will be provided with school mobile phones to use in specific learning activities under the supervision of a member of staff. Such mobile phones will be set up so that only those features required for the activity will be enabled.
- No pupils should bring his or her mobile phone or personally-owned device into school. Any device brought into school will be kept

Staff use of personal devices

- Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of the setting in a professional capacity.
- Staff will be issued with a school phone where contact with pupils, parents or carers is required.
- Mobile Phones and personally-owned devices will be switched off or switched to 'silent' mode, 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.
- If members of staff have an educational reason to allow children to use mobile phones or a personal device as part of an educational activity then it will only take place when approved by the senior leadership team.
- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use work provided equipment for this purpose.
- If a member of staff breaches the school policy then disciplinary action may be taken.
- Where staff members are required to use a mobile phone for school duties, for instance in case of emergency during off-site activities, or for contacting pupils or parents, then a school mobile phone will be provided and used. In an emergency where the staff member doesn't have access to a school owned device, they should use their own devices and hide (by inputting 141) their own mobile numbers for confidentiality purposes.

Appropriate sanctions, as outlined in the School Disciplinary Procedures, will be imposed for any misuse of Mobile Technology.

Examples of misuse would include:

- gaining access to inappropriate internet sites
- taking photographs without permission
- making recordings without permission
- disseminating material without permission

- any activity in furtherance of cyber-bullying

This list is illustrative rather than exhaustive.

Management Information

Rotherham schools are involved in the Clifton Partnership/LA MAG tracker system. To allow for the secure entry, tracking, analysis and transfer of pupil personal and attainment data throughout the school and within the LA. Training is provided by the Clifton Partnership and is on-going.

The school currently uses SIMS.net and a tracking system based in Microsoft Office.

Assessment

Assessment is used as a tool to ensure progression. This takes place as an ongoing activity in a variety of contexts in addition to a summative analysis of attainment.

Formative Assessment

This takes place to inform planning and can be formal or informal in nature. Formal formative assessment may involve analysis of work done, leading to the planning and delivery of the next stage. Informal assessments are made constantly by the teacher and support staff and guide the intervention given to pupils. Children are encouraged to evaluate their own work and suggest how they could improve on their performance.

Summative Assessment

Summative assessment information takes place at the end of each school term with moderated judgements being placed by each teacher on the tracking class grids in EMAG for data analysis. The LC Learning Community then takes this information and produces LC MAG (Mapping Attainment Grid) This generates targets for the following year and measures progress against previous attainment Local and National data.

School Liaison Transfer and Transition

- Cross-phase projects take place through the Professional Learning Teams; Staff from the feeder primaries and Winterhill Comprehensive Schools develop Computing as a cross-phase group.
- Pupil Performance Data is transferred annually to the LEA and the Comprehensive schools.

Inclusion, incorporating Special Needs and Gifted and Talented

Pupils with special needs have the same computing entitlement as all other pupils. However, in addition, particular applications of computing are used for;

- Pupils with difficulty in learning who need to be motivated to practise regular skills regularly and intensively. Thus benefiting from the use of software in which skills practise is set in the context of a motivating game.

- Where certain pupils with a physical or communication disability have their own specially adapted machines for use in IT across the curriculum.

Computing teaching and learning is differentiated in all lessons and clubs, to cater for all levels and abilities. Differentiation is achieved both through differentiated activities and through differentiation of intended outcomes.

Roles and Responsibilities

The subject leader is responsible for the following:

- Overview of resources management
- Budget management for all Computing related Standards Funds.
- Over viewing maintenance of equipment
- Organising and/or delivering staff training
- Supporting other staff through team teaching, peer observation or informal meetings.
- Preparing and monitoring implementation of the scheme of work, in association with other staff
- Organising the portfolio of evidence
- Updating this policy
- Reviewing the DEP and writing the action plan

Teaching Staff

- Management and ordering of consumables (paper/inks, etc)

ICT Technicians

- Overseeing the Network, including the strategic development of these networks, in light of LEA initiatives.
- Trouble-shooting major technical issues.
- Advising on purchases and developments within the school
- Day-to day maintenance (preventative and remedial) of the network.
- Support with purchases and repairs.

LEA computing Consultants and School Improvement Adviser

- Advice and support in all aspects of computing
- Provision of training for computing subject leaders and other staff

Non-Teaching Staff

- Supporting the delivery of computing within the school
- Working with pupils with specific needs

Governors

- Monitor the delivery and impact of computing policy and curriculum within school.

Monitoring and review

Progress against the School Improvement Plan formally takes place annually. This is supplemented with informal interim reviews as necessary. The policy is reviewed on a rolling programme. Governors ratify changes to policy after discussion.

Learning out-of-hours

Clubs are organised in a number of ways either as targeted clubs i.e. year groups, gifted and talented, support groups or open invitation.

Health and safety

The health and safety of all pupils' staff and visitors to school is considered to be of paramount importance to Thornhill Primary School. Risk assessments have been written for all types of activity and each area of school. To ensure the health and safety of all the following guidelines must be adhered to:

- All items to be PAT tested yearly
- The setting up and moving of ICT equipment (except the mobile laptop suite) to be done only by the technical team
- Working conditions as per LEA guidelines
- Pupils should not be allowed to switch on the power at the mains
- Equipments should be situated away from water and food
- Pupils to be supervised at all times when using ICT equipment
- Pupils should not be allowed to carry heavy equipment
- All staff to undertake the one day First Aid course
- Rules for conduct and behaviour to be adhered to
- Internet/e-safety policy to be enforced

Home-school links

Efforts are made to give formal and informal opportunities for parents to increase their knowledge, skills and understanding of computing and the work that their children undertake in school. This is achieved in a variety of ways:

- Opportunities for Parents to work alongside their children (eg Family learning Courses)
- Accredited courses are to be offered within school
- School website will provide information and e-learning opportunities for Parents and pupils.

Appropriate legislation

The school governors have agreed to accept the LEA

- Copyright policy
- Data Protection policy
- Acceptable use policy

Effective and efficient deployment of computing resources

The following measures are taken to enhance teaching and learning in computing:

- Whiteboard training is available in school for all staff.
- The school has its own dedicated technicians (see above for duties).
- The ordering of all hardware and software is coordinated through the ICT Technician who guarantees best value, conformity and consistency throughout the partnership.
- Computing related funds are managed by the Business Manager with advice available from the Head and Assistant Head, which helps to assure quality, conformity and best value.