



Policy for Computing and Online Safety

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Signed:Victoria Davies.....

Chair of FGB

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Ethos

At Walmley Infant School, we believe that our children should develop a love of learning and show care and respect for each other within the context of a happy, secure and challenging learning environment.

This policy reflects Walmley Infant school's values and philosophy towards the teaching and learning of Computing and Online Safety.

Equal Opportunities

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability and have an equal entitlement to all activities and opportunities. We are an inclusive school and through teaching Computing and promoting Online Safety, we provide learning opportunities for all pupils, respecting individual needs. We strive to meet the needs of all pupils including those with special educational needs, disabilities, More Able and Talented and those learning English as an additional language (See Equality and Diversity Policy).

All pupils, regardless of race, ability or gender, shall have the opportunity to develop Computing capability. The school will promote equal opportunities for technology usage and fairness of distribution of Computing resources. Positive images of computer use by a wide range of positive role models will be promoted.

Learning to live and work together, and respect each other is encouraged throughout the school.

Meeting the needs of all learners

Throughout school there are children with extremes of skills and children who have had a wide variety of experiences before they come to school. Our school aims to provide the children with stimulating and challenging activities which cater for the wide range of abilities throughout our school:

- Adaptation- learning may be adapted by task or by the amount and type of support children receive. This should always be planned in order for all

children to experience success. Children may be participating in a common task, carefully chosen to be manageable for children with a variety of both special education needs and those who are More Able and Talented or be undertaking a common task, with a specific group of children being given guidance by the teacher whilst other groups work independently.

- By being given enhancing and enriching activities, More Able children will be able to deepen their knowledge and understanding appropriate to their needs.
- Use of questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary, lessons will be adapted to meet all learners' needs. E.g. if an activity is too easy/difficult it can be adapted for specific children at that time.
- Valuing children's own self and peer assessments in order to assist planning and future differentiation.
- Judging learners' understanding with accuracy and using this to inform future learning opportunities and planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Identifying where a learner is and providing necessary stimuli to ensure that learners recognise and accept the next stage of learning.
- Having high expectations and using personal and social targets (linked to the Behaviour Policy) to motivate all learners to achieve to their full potential.

The school recognises the advantages of the use of technology by children with special educational needs and those children regarded to be Most Able and Talented (MAT). Using technology can:

- address children's individual needs
- increase access to the curriculum
- enhance language skills
- enhance problem-solving skills

Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC is intrinsically linked to the Computing curriculum. Through planning for Computing and Online Safety, we aim to develop a positive attitude towards individuality and a respect for different cultures. Learning resources are carefully selected to support and develop awareness of different cultures and faiths. Moral and social responsibility is promoted through teaching Online Safety and children's mental health and well-being is promoted through the safe use of Online Safety.

UN Convention on the Rights of the Child

In 2017 Walmley Infant School became a UN Rights Respecting School. We have now gained our Silver Award.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

We aim to respect and promote the rights of children through the teaching of Computing and in the promotion of Online Safety.

The following articles from the UN Convention on the Rights of the Child are particularly relevant to the teaching of Computing:

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they choose and also to practice their religion as long as they are not stopping other people from enjoying their rights.

Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that the children can understand. Governments must help protect children from materials that could harm them.

Article 28: Every child has the right to an education. Primary education must be free.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

National Curriculum for England and Wales

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. The core of computing is computer science, in which learners are 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, learners 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.

The national curriculum for computing 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 Foundation Stage

Although the technology strand has been removed from the EYFS, technology plays a vital role in life in the 21st century, therefore pupils will be taught to:

- operate simple equipment
- use technological toys with knobs or pulleys, or real objects
- make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Know that information can be retrieved from technological devices
- Interact with age-appropriate computer software.

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 precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

(National Curriculum for England and Wales

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study#key-stage-1>)

Computing can be taught using a number of systems in our school, this includes use of:

- Programmable toys (e.g. Bee-Bots)
- Audio recorders
- Technological toys e.g. voice recordable magnifying glasses, mobile phones, metal detectors
- The Internet (including Purple Mash, Sing Up and Espresso)
- iPads

Aims of teaching Computing

The aims of the school in teaching Computing and Online Safety are to:

- ensure teachers develop confidence and competence to use technology in a range of situations and contexts as appropriate
- have equal access and opportunities to technology through differentiation of resources, hardware, software, teaching and learning
- meet the requirements of the National Curriculum and Early Years Foundation Stage as fully as possible.
- understand the capabilities and limitations of technology and the implications and consequences of its use
- use technology with purpose and enjoyment and to develop the necessary skills to tackle all applications with confidence and a sense of achievement
- help children to become autonomous users of technology when supporting learning in a variety of contexts

Pupil Entitlement and Access

The school has a pack of 32 iPads (with internet access) which are timetabled throughout the week; allowing all year groups access for teaching and learning opportunities. In addition, every classroom has access to an interactive whiteboard. Reception and Nursery also have access to interactive whiteboards, iPads and Amazon Fire tablets.

Teaching and Learning of Computing

Use of iPads and other resources are carefully managed to ensure pupils receive equal access opportunities in the classroom.

Computing is integrated into many subjects of the curriculum to enhance the children's skills and confidence when using resources. As pupils progress through school their computing confidence, understanding and independence grows.

Early Years Foundation Stage

Children have computing and online safety experiences both indoors and outdoors and through role play in both child initiated and directed time.

Key Stage One

In Key Stage One, Computing and Online Safety are seen as tools to support and enrich children's learning. Pupils explore technology and learn to use it confidently and with purpose to achieve specific outcomes linked to the wider curriculum. They start to use technology to develop their ideas and record their creative learning and become more familiar with hardware and software. Technology is integrated where relevant and possible, in all areas of the curriculum to support the topics taught throughout the school.

Curriculum Management

The Computing Lead will facilitate the use of technology, computing and online safety in the following ways:

- Supporting colleagues in the teaching of Computing and Online Safety by offering practical help and guidance
- Ordering and updating resources in consultation with the Head Teacher, IT Technician and other colleagues
- Keeping up to date with developments in the teaching of Computing and Online Safety through attending relevant courses, working with inspectors and advisory teachers and reading relevant journals to disseminate information to colleagues

- Developing and updating a scheme of work for computing when required. (The school management team will revise and review the Computing and Online Safety policies when appropriate)
- Monitoring the delivery and teaching of Computing and Online Safety in the school to ensure that opportunities occur for pupils to develop Computing capability and that progression is taking place
- Meeting targets set for Computing and Online Safety within the scope of the current School Improvement Plan
- Ensure that staff are aware of the process of identifying and reporting technical problems
- Liaise with school leadership in maintaining records of software licences and their deployment
- Providing INSET opportunities through in-school or external agencies as appropriate to ensure all staff are confident to teach the subject and have sufficient subject knowledge

Assessment, Recording and Reporting

All children will be actively involved in the learning and assessment processes:

- There are now no expectations for assessment in Computing in the EYFS. Key Stage One pupils will be assessed against the expectations taken from the National Curriculum. Appropriate tasks will be undertaken by the pupils and assessed on Tapestry. Achievements and skills assessed against the Computing expectations taken from the National Curriculum will also be reported to parents on the annual report.

Monitoring and Review

Monitoring is carried out in the following ways:

- Informal discussion with staff and pupils to identify needs of both staff and children and the appropriateness of school schemes and resources
- Observation of Computing and Online Safety displays
- Planning monitored against National Curriculum Computing expectations
- Review regularly the use of iPads in classrooms
- Review of the Computing and Online Safety policy will involve the whole school staff when the needs arise (i.e. in the event of changes in legislation or major changes within school systems).

Health and Safety

- Portable equipment will be checked annually and computers three-yearly under the Electricity at Work Regulation 1989.
- Only the school technician is allowed to install programs onto iPads, school computers and system.
- Children, staff or visiting students are not allowed to install or use disks/storage devices from home on any of the school computers, including laptops. If they need to access documents for school use, alternative methods are to be sought (e.g. email documents - virus checked - to themselves to be printed off at school). Anyone importing a virus will be charged for the cleaning and reinstallation of any programs by a technician.
- The school has an alarm system installed throughout.
- An inventory is in place for all electrical equipment this is updated regularly.
- Named staff only have access to the management system
- The files and network system are backed up daily. The virus checker is updated regularly.

Copyright and Licensing

- All software loaded on school computer systems and iPads must have been agreed with SLT/ICT Technician in the school. All approved software is installed by school technician
- It is a criminal offence to 'pirate' software
- Personal software should not be loaded to school computers, laptops or iPads under any circumstances
- The school agrees to respect the intellectual ownership of software. See the Copyright Designs and Patents Act 1988 and 1991 European Software Directive <http://www.legislation.gov.uk/ukpga/1988/48/contents>
- All school software is used in strict accordance of the licence arrangements
- All software licences are filed and stored in a secure location

Resources

- A technician visits school for one day each week
- Each year group has a selection of software that is appropriate to their learning needs
- Hardware resources include:
 - Interactive whiteboards with speaker systems
 - Networked laser printers

- Coomber listening centres
 - Radio, CD and cassette players
 - Teacher laptops
 - iPads
 - Green Screen Technology
 - Beebots/Probots
- Disused, damaged and broken resources are to be removed from the premises when appropriate. Serial numbers along with make and model details are recorded prior to disposal. School data is to be removed from resources before disposal. Wherever possible resources are to be disposed of via recyclable methods
 - Teacher laptops are to be used solely for the purpose of teaching and learning, and school focused activities. Teachers are required to sign a Laptop Agreement.

Responsibility for Online Safety in school

- The Headteacher is the responsible person for monitoring Internet use in school. Any Internet activity that is believed to be inappropriate will be referred to the Governing Body for their consideration and for appropriate action to be taken.

Online Safety

The school has an ICT Staff and Pupil Acceptable Use policy.

Educating Pupils:

- An Online Safety programme is delivered to pupils in an age-appropriate manner so that all children can understand the importance of Online Safety and develop an awareness of how to use the internet safely both inside and outside of school. (Project Evolve)
- The school's Online Safety programme will educate pupils about Self-Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online information, Health, Wellbeing and Lifestyle, Privacy and Security and Copyright and Ownership.
- Pupils will be aware of how to report any unsuitable content that they access online. All classrooms have clear visual symbols displayed in them to provide a reminder for children of how to report anything of concern (SMART Poster).

- Pupils will be encouraged to be increasingly aware of any content they access online that should be reported to an adult, including extremist material.
- Key Online Safety messages will be reinforced and online safety will be promoted through assemblies and events such as Safer Internet Day.

Educating Staff:

- All staff will employ methods of good practice and act as role models for pupils in their use of digital technologies, the internet and mobile devices.
- In lessons where internet use is pre-planned, staff will guide pupils to sites that have been checked as suitable for their use.
- Where pupils are allowed to freely search the internet, staff will be vigilant in monitoring the content of the websites visited.
- All staff are reminded of the importance of acknowledging information they access online, in order to avoid copyright infringement and/or plagiarism.
- To comply with UK GDPR any documents containing personal information should be password protected.

Educating Parents:

- Online Safety information will be available to parents on Tapestry. They will be able to access materials which they can use to reinforce the importance of Online Safety with their children at home.
- Parents' evenings, curriculum evenings, class assemblies and other similar occasions will be utilised to inform parents of any Online Safety related concerns.

Online Safety Control Measures

- Effective filtering systems will be established to eradicate any potential risks to pupils through access to, or trying to access, certain websites which are harmful or use inappropriate material. The school uses Policy Central as its monitoring system and reports on inappropriate use are sent to the Headteacher. The Headteacher decides how each case should be dealt with. If there is an incident that is related to Safeguarding, the Safeguarding policy is enacted.
- All material being viewed on the Internet is subject to a Surf Protect firewall which will prevent **most** unsuitable material being transmitted.
- All school systems will be protected by up-to-date anti-virus software.

Email

Permanent members of staff and members of the Governing Body have email addresses provided for their use but do so under the conditions of the LA. Staff are asked to only open email attachments if they have been informed that an attachment will be sent to them. If in doubt the member of staff will contact the source via another method and check the validity before opening. If unsure, the attachment will be **deleted immediately**.

To comply with UK GDPR any emails sent containing personal information about a child should only include their initials. Any attachments including personal information should be password protected.

Social Networking

- Access to social media sites will be filtered as appropriate.
- Staff are reminded to alter their privacy settings on any personal social networking sites they use.
- Staff are not permitted to publish comments about the school which may reasonably be expected to occasion damage to the reputation of the school.

Published Content on the School Website

- Contact details on the school website will include the phone number, email and address of the school - no personal details of staff or pupils will be published.
- Staff are able to take photographs, though they must do so in accordance with school policies. Staff are not permitted to take photographs using personal equipment.

Tapestry

- Tapestry is used to share children's learning between home and school. Each child has an account which goes live once we have parental consent. To have full access, parents need to tick a box consenting for their child to be included in group photos.
- All learning will be published at 4pm on a Friday. Parents are encouraged to upload from home as well as viewing learning posted from school.

- As our website is open to everyone, we will only use it to publish statutory information. Tapestry will provide personalised information as it offers a higher level of security. Only parents with their child's personal log in can view their child's account.