Computing Policy
including the Acceptable Usage of ICT Equipment

St Agnes C of E Primary School

Approved by:	Mr Chris Cartwright
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Mission Statement

'Learning together in God's Love'

We are an inclusive Christian family, who **'*Learn Together In God's Love'*** with mutual respect, tolerance and kindness. ***We treat each other as we would like to be treated (Matthew 7v12)*** this allows us to thrive in our education, friendships and journey through life. We are proud to say we are all equal.

Through the range of experiences we off to all our pupils we encourage an understanding of the meaning and importance of faith and promote all the Christian Values. We particularly focus on Responsibility, Creativity, Forgiveness, Perseverance, Hope, Thankfulness and Friendship. These Christian values form the basis of our vision and are embedded throughout out school life and underpin all our teaching.

St Agnes is a small school that supports our community by providing an education of the highest quality within the context of Christian belief and practice. We work closely with our families to ensure they are fully supported and cared for

We expect everyone at St Agnes C of E Voluntary Aided Primary School to follow 'The Great Expectations' –

Be Safe
Be in the right place at the right time
Do your best
Handle your emotions
Use appropriate language
Cooperate
Respect everyone and everything

1.   Aims and Objectives

1.1.   Computing is changing the lives of everyone. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners. We teach the children to use computers and the interent safely.

1.2   The aims of Computing are to enable children:

1.2.1   To develop Computing capability in finding, selecting and using information;
1.2.2   To use Computing for effective and appropriate communication;
1.2.3   To monitor and control events both real and imaginary;
1.2.4   To apply hardware and software to creative and appropriate uses of information;
1.2.5   To apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
1.2.6   To use information technology to solve problems

1.2.7	To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
1.2.8	To apply their Computing skills and knowledge to their learning in other areas;
1.2.9	To use their Computing skills to develop their language and communication skills;
1.2.10	To explore their attitudes towards Computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.
1.2.11	To become 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 computer, or they might investigate a particular issue on the Internet.

2.2. 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 Computing 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.

2.3. We recognise that all classes have children with widely differing Computing abilities. This is especially true when some children have access to Computing 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.

2.4. We aim to achieve this, in a variety of ways, by:

2.4.1. Setting common tasks which are open-ended and can have a variety of responses;

2.4.2. Setting tasks of increasing difficulty (not all children complete all tasks);

2.4.3. Grouping children by ability in the room and setting different tasks for each ability group;

2.4.4. Providing resources of different complexity that are matched to the ability of the child.

2.4.5. 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 for Computing as the basis for its curriculum planning. We have adapted the national curriculum to the local circumstances of the school.

3.2. We carry out the curriculum planning in Computing in three phases (long-term, medium-term and short-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.

3.3. Our medium-term plans, which we have adopted from the national scheme of work, 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. The Computing subject leader is responsible for keeping and reviewing these plans. As we have some mixed-age classes, we do our medium-term planning on a two-year rotation cycle. In this way we ensure that we cover the Curriculum without repeating topics.

3.4. The class teacher is responsible for writing the short-term plans with the Computing component of each lesson. These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans and s/he and the Computing subject leader often 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.

3.6. Early Years and Foundation Stage

    3.6.1. It is important in the EYFS to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by Computing toys such as, Bee bots and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particular useful with children who have Special Educational needs.

3.7. Key Stage One

    3.7.1. Pupils should be taught to:

        3.7.1.1. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;
        3.7.1.2. create and debug simple programs;
        3.7.1.3. use logical reasoning to predict the behaviour of simple programs;
        3.7.1.4. use technology purposefully to create, organise, store, manipulate and retrieve digital content;
        3.7.1.5. recognise common uses of information technology beyond school;
        3.7.1.6. 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.

3.8. Key Stage Two

    3.8.1. Pupils should be taught to:

> **3.8.1.1.** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts;
>
> **3.8.1.2.** use sequence, selection, and repetition in programs; work with variables and various forms of input and output;
>
> **3.8.1.3.** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;
>
> **3.8.1.4.** 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;
>
> **3.8.1.5.** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
>
> **3.8.1.6.** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;
>
> **3.8.1.7.** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

4. The contribution of Computing to teaching in other curriculum areas

4.1. Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in numeracy, while CD ROMs and the Internet prove very useful for research in humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way.

4.2. **English:** Computing 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 learn how to improve the presentation of their work by using desk-top publishing software.

4.3. **Mathematics:** Many computing activities build upon the mathematical skills of the children. Children use computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

4.4. **Personal, Social, Health and Relationships Education (PSHRE) and Citizenship:** Computing makes a contribution to the teaching of PSHRE 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 Computing.

5. Teaching Computing to children with Special Educational Needs

5.1. 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 against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

5.2.	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. In some instances, the use of computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

5.3.	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 Computing exhibition, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 6.	Assessment and Recording

6.1.	Teachers assess children's work in computing by making formative judgements as they observe them during lessons. On completion of a piece of work, the teacher comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the age related expectations. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

6.2.	The Computing subject leader keeps samples of the children's work in a portfolio. This demonstrates age related expectations of achievement in computing for each age group in the school.

## 7.	Roles and responsibilities

**7.1.	The role of the Computing Co-ordinator**

7.1.1.	There is an Computing coordinator who is responsible for producing an Computing development plan and for the implementation of the ICT and computing policy across the school.

7.1.2.	To offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Computing.

7.1.3.	To maintain resources and advise staff on the use of materials, equipment and books.

7.1.4.	To monitor classroom teaching or planning following the schools rolling programme of monitoring.

7.1.5.	To monitor the children's computing, looking at samples of different abilities.

7.1.6.	To lead staff training on new initiatives.

7.1.7.	To attend appropriate in-service training and keep staff up to date with relevant information and developments.

7.1.8.	To have enthusiasm for computing and encourage staff to share this enthusiasm.

7.1.9.	To keep parents and governors informed on the implementation of computing in the school.

7.1.10.	To liaise with all members of staff on how to reach and improve on agreed targets

7.1.11.	To help staff to use assessment to inform future planning.

**7.2.	The role of the class teacher**

7.2.1. Individual teachers will be responsible for ensuring that pupils in their classes have opportunities for learning ICT and computing skills and using computing across the curriculum.

7.2.1.1. To plan and deliver the requirements of their Key Stage. (EYFS outcomes and early learning goals or National Curriculum for ICT and Computing)**.**

7.2.1.2. To set high expectations and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

7.2.1.3. To ensure success by creating effective learning environments.

7.2.1.4. To securing their motivation and concentration

7.2.1.5. To provide equality of opportunity through teaching approaches.

7.2.1.6. Using appropriate assessment approaches

7.2.1.7. Setting suitable targets for learning as outlined in the inclusion policy.

7.2.1.8. The class teacher's role is a vital role in the development of Computing throughout the school and will ensure continued progression in learning and understanding.

7.2.1.9. To keep up to date assessment records.

7.3. **The role of the parent**

7.3.1. Parents are encouraged to support the implementation of Computing where possible by encouraging use of computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home, emphasising that no primary school child should have access to age restricted social media environment. Parents are asked to work in partnership with the school regarding the safe use of computing equipment.

8. **Resources**

8.1. Laptops/Netbooks;

8.2. iPads;

8.3. Network Printer (Staffroom);

8.4. Scanner (Staffroom);

8.5. Digital cameras;

8.6. Beebots / Roamers

8.7. Control interface with buzzers etc;

8.8. Interactive televisions, whiteboards & projectors

8.9. Handheld learning devices

9. **Internet**

9.1. Guidelines for the safe use of the Internet are included in the E-Safety Policy and should be read in conjunction with this Policy.

9.2. Guidelines for Staff regarding safe and responsible internet use should be read in conjunction with this Policy.

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 Computing 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 Headteacher and Governors an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. In addition to this a termly evaluation of the action plan is given to both the Headteacher and the Governors. The Computing Co-ordinator 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.

11. Health & Safety

11.1. St Agnes C of E Voluntary Aided Primary School Classroom Risk Assessments should be followed regarding safe use of Computing equipment and software.

11.2. All fixed electrical appliances and all portable electrical equipment in school are PAT tested by an external contractor every twelve months. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people.

11.3. The use of pen drives is prohibited due to the risk of infecting the system, and it is the responsibility of the member of staff organising the workshop/teaching session, to advise those concerned.

11.4. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the Caretaker, Computing Co-ordinator, ICT Technician, or Headteacher and they will arrange for repair or disposal.

11.5. Children should not put plugs into sockets or switch the sockets on.

11.6. Trailing leads should be made safe behind the equipment.

11.7. Liquids must not be taken near the computers or any electrical device.

11.8. All unsuitable equipment, eg: any items that are not to be employed in the action of using Computing must be kept away from equipment. eg: Magnets, Scissors, Batteries etc.

11.9. E-safety guidelines will be set out in the E-safety policy.

11.10. When transporting iPads between the staff room and classrooms. KS1 pupils should carry a maximum of one iPad, KS2 children may carry 2 iPads (Under adult supervision).

12. Acceptable Usage of all Computing and ICT Equipment

12.1. General Statement

12.1.1. Both staff and pupils must comply with this policy and any other reasonable directions of the school from time to time. Failure to do so may result in sanctions and disciplinary action (e.g. possibly dismissal or expulsion) and, if necessary, a report to the Headteacher, Local Authority or Governing Body.

12.2. Use of Computing Equipment.

12.2.1. For a list of most equipment within school, see section 8.
12.2.2. Whilst section 8 includes devices that are currently used in school it is non-exhaustive to any item used in the future.
12.2.3. The Staff Member (user) will be able to use the computing or ICT equipment away from the school premises. However, the equipment should be returned to school on a regular basis if technical work is required.
12.2.4. All equipment and devices should be stored securely and appropriately when they are taken away from school and not left in cars when the member of staff is not in the car.
12.2.5. Advice from Information Commissioner's Office regarding data protection states that data should be "Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures."
12.2.6. Upon leaving employment with the school, any computing or ICT equipment, data and passwords that have been provided by the school will be returned.
12.2.7. If a member of staff is off sick they maybe asked to return computing or ICT equipment to the school to enable the supply cover to teach appropriately.

12.3. General conditions applicable to all Users

12.3.1. The 'User' is any pupil, staff, governors, contractors or guests etc, who use any equipment owned or designated to the school.
12.3.2. The User will not allow any other person to use any Computing or ICT equipment that is in the Users possession. The User will have total responsibility for the equipment.
12.3.3. The User will not use another person's login and password.
12.3.4. The User will not allow anybody else to learn or use their login and password.
12.3.5. The User will not change configuration files or settings, unless you are authorised to do so.
12.3.6. The User will not use the Internet to annoy another person or disturb their privacy.
12.3.7. The User must use the computing or ICT equipment ethically, responsibly and lawfully.
12.3.8. The User must not use the computing or ICT equipment to discriminate, harass, vilify, bully or otherwise seek to offend other users or persons.
12.3.9. The User must not access, store or transfer illegal material. In addition, the User must not transfer material that is likely to cause offence to potential recipients.

12.3.10. The User must not damage, destroy or delete any of the computing or ICT equipment, software, data or documents of the School or other uses or persons.

12.3.11. The User must not access, store, transfer, stream or display offensive or inappropriate material. This can include but is not limited to, pornography, hate sites, gratuitous violence and sites using frequent, highlighted offensive language.

12.3.12. The User must not use the computing or ICT equipment for playing games or gambling, to download, upload, store or stream music, sound or video unless required to do so as part of their routine school work or school event.

12.3.13. The User will not use the computing or ICT equipment to download, upload, store or stream software that are under copyright or are illegal.

12.3.14. The User must not violate or attempt to violate any computer network's system security or access, without authorisation, any other network or computer system.

12.4. Computer Access Agreement

12.4.1. The staff member agrees to use the computing or ICT equipment only for or in connection with research, teaching and administrative purposes related to school functions or activities.

12.4.2. Visitors may access the Guest Wifi when working in school. Visitors agree to use the equipment only for or in connection with research, teaching and administrative purposes related to their reason for visit.

12.4.3. In the case of pupils:

12.4.3.1. Access is only for purposes related to the User's school work. The User must only use the computing or ICT equipment for or in connection with research relating to his or her studies at the school.

12.4.3.2. The User will only use the computer for study and learning in school.

12.5. Disclaimer

12.5.1. St Agnes C of E Voluntary Aided Primary School & its Governing Body disclaim all responsibility and all liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of using your personal computer device for this access. This includes any computer malfunction, infection by computer viruses or other damage.

12.6. School Policy Principles

12.6.1. Computing and Information and Communication Technology (ICT) devices are provided for official approved purposes only, and is not to be used for personal gain or running a private business.

12.6.2. Limited and reasonable personal use of schools Computing or ICT devices is permissible.

12.6.3. Your use of schools computing or ICT devices, the internet, email messages, etc. are recorded, and subject to appropriate authorisation and may be released to the relevant authorities, including the Headteacher, the Local Authority or the Governing Body.

12.6.4. Permitted use of Social Media maybe permitted if the school has its own account.

12.6.5. The use of mobile phones (including taking photographs) by children is prohibited in school. If a child brings a mobile phone into school it will be confiscated and stored in a safe and inaccessible place in the classroom.

12.6.6. Staff are not to use their mobile phone during curriculum time. In addition, staff must not use their personal mobile phone to take photographs of children either in school or outside of school, eg. on a school trip.

12.6.7. The Governing Body and/or the Local Authority are responsible for applying appropriate internal disciplinary procedures for unlawful or inappropriate use.

13. Data Protection Statement

13.1. The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

13.2. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	**Probable Content**	**Why ?**	**Who ?**	**Where ?**	**When ?**
Child's Name Child's data	Name data	Log-in Information Record assessments	All Staff (Where Necessary) Parents Children	Kept in children's file or shredded.	Kept in children's file or sent home.

13.3. As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	