

Lancasterian Primary School

Computing Policy



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Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. They will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content¹.

Aims/Rationale

At Lancasterian Primary School we use ICT to implement and enhance all areas of the curriculum. We believe ICT encompasses every part of modern life and it is important that our children are taught how to use these tools and more importantly, how to use them safely. We feel it is important for children, staff and the wider school community to have the confidence and ability to use these tools to prepare them for an ever-changing and rapidly developing world. ICT has the potential to enhance the quality of teaching and learning across the curriculum and has a significant impact on all aspects of modern living.

To enable all our staff and pupils to be confident, competent independent users and learners of ICT we aim:

- To ensure pupils are motivated and inspired in all areas of the curriculum through the use of ICT
- To use ICT to help improve standards in all subjects across the curriculum
- To enhance and develop in all children confidence, competence and skills in the use of ICT in the classroom
- To ensure pupils are challenged in their use of ICT and are provided with exciting, creative ways in which to share their learning
- To use tools available to ensure children have the ability to work independently and collaboratively to suit the needs of the situation
- To equip all staff with the necessary knowledge, skills and understanding to be confident in their teaching and supporting role by providing training and support to use ICT to its full potential in all aspects of school life
- To use ICT as a form of communication with parents, pupils and the wider community
- Develop their ICT and Computing capability through the following areas:
 - Computer Science (developing computational thinking)
 - Information Technology (applying computer systems and ICT resources to solve real-world problems)
 - Digital Literacy (being able to use, express and develop ideas; including e-safety awareness)

¹ CAS and NAACE: Computing in the National Curriculum: A Guide for Primary Teachers 2013

Objectives - These should enable pupils to:

1. be digitally literate according to their age and development;
2. use ICT and Computing to support their learning across the Curriculum;
3. develop their skills in using software, hardware and peripherals to enable them to select, prepare and manipulate data, information, and the technology;
4. learn to behave safely and responsibly when using these technologies through staff following and applying our Acceptable Use Policy and in line with GDPR (General Data Protection Regulation);
5. understand the importance of information and explore their attitudes towards Computing, its value to themselves, others and society;
6. appreciate the relevance of Computing in our society and see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
7. have a heightened interest and awareness of Computing through the regular display of their ICT enhanced work in the classrooms and around the school.

Teaching and Learning

ICT will be presented to children as a creative and fascinating process in which they will learn to use their initiative, imagination, reasoning and investigative skills. Children will recognise that ICT takes many different forms and is not limited to discrete lessons. Resources, such as cameras, visualisers, data loggers, floor robots, microscopes and audio devices are used on a daily basis to support and encourage children's learning.

As such, these technologies are used for various different areas of learning, in line with our subject-based approach to the curriculum.

Activities will be planned according to the different levels of children's skills and previous knowledge.

ICT will be delivered through a variety of teaching and learning methods, for example, whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches such as:

- Same activity but different expectations of outcome
- Same theme but different levels of input
- Allowing for different pace of working
- Mixed ability groupings of children
- Developing different modules of work at different times of the year for different abilities

Curriculum

We aim to promote the skills and knowledge of ICT as a subject in its own right and in addition it will be integrated into all areas of the curriculum and used as a tool to enhance learning and build pupils skills and knowledge. Children will be taught ICT using the ICT Suite on a weekly basis,

netbooks, ipads and any other ICT equipment within the school. The ICT progression map will build on pupil's skills and be linked with other areas of the curriculum where possible which will identify the journey in which the children are expected to take and this will be adapted each year to ensure that it is relevant and up-to-date.

ICT will be delivered by the Computing Lead, through a scheme of work developed in Autumn 2020 with parts linked to the NCCE (National Centre for Computing Education) curriculum map and [Common Sense Media resources](#) which are recommended in the [Education for a Connected World framework](#). The curriculum will cover the three main areas, Information Technology, Computer Science and Digital Literacy.

Planning will:

- Identify the appropriate teaching and learning strategies required;
- Develop Computing skills through a logical sequence of lessons;
- Ensure progression in both content and the development of Computing skills through each Year Group;
- Include planning and assessment for the specific needs of children;
- Aid children's learning in other subjects, with clearly identified cross-curricular links.

Reception follow the Statutory Framework for the Early Years Foundation Stage. Computing activities are planned, reflecting on the different ways children learn. Characteristics of effective teaching and learning are playing and exploring, active learning and creating and thinking critically.

ICT curriculum planning

We teach ICT in reception classes as an integral part of the EYFS Curriculum throughout the academic year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the ICT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. The children have the opportunity to use the computers and a variety of peripherals and have IT skills taught by the Computing Leader.

The school uses the National Curriculum computing programmes of study and the NCCE as a guidance as the basis for its curriculum planning. The curriculum map is in three sections Digital Literacy, Information Technology and Computer Science. We carry out the curriculum planning in ICT in three phases (long-term, medium-term and short-term). The long-term plan maps the ICT topics that the children study in each term during each key stage. The ICT scheme of work is matched to the long term curriculum map in each year group, and the children often study ICT as discrete lessons taught by the Computing Lead and at other times part of their work in other subject areas. Our long-term ICT plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum plan.

Our medium-term plans 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 Lead is responsible for writing the short-term plans with the ICT component of each lesson. These plans list the specific learning objectives of each lesson. The topics studied in ICT 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.

Monitoring and Assessment

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the Computing subject leader and the Leadership Team. Monitoring of computing will take place on a termly basis through planning and looking at a small selection of work samples that will be saved in individual pupil folders on the network. The Computing leader will use these as a basis to ensure coverage of the different areas of the curriculum is covered as stated in the school's scheme of work.

The Computing subject leader is also responsible for supporting colleagues to make best use of the resources available for cross curricular IT in all subject areas, 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 regularly discusses the ICT developments with the Head teacher and provides termly updates on the strengths and weaknesses as part of the Quality Assurance Reviews (QAR) under the school values of Lifelong learning, High Aspirations, Inclusion and Growth Mindset.

ICT will be assessed using formative assessment. Formative assessment will happen during ICT lessons and will be used to inform future planning and this is conducted by the teacher on an informal basis. Pupil's progress will be recorded in the PAGs (Pupil Attainment Grids) document on a regularly basis following an area of the curriculum being taught.

In EYFS children are assessed against the Early Learning Goal for Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

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.

Our school uses the LGFL (London Grid for Learning) resources, for children in foundation stage to year 6 we will:

- Provide a personal login for LGFL resources (Busythings, J2e)
- Provide a personal login for Office 365 (KS2 pupils)
- Provide links to generic websites suitable for the age phase (e.g. phonics and E-safety websites)
- Provide links to websites suited to the focus in a subject
- Provide logins for online tools such as PurpleMash (Years R-6) Numbots, Times table Rockstars and Phonics Play for EYFS and KS1 pupils and Oxford Owl across the school.
- Provide a login for Seesaw

Equal Opportunities

The school's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of their ethnicity, gender, class or SEND will have opportunities to develop ICT confidence and skills. We will promote equal opportunities for computer usage and fairness of distribution of ICT resources.

Inclusion

At Lancasterian Primary School we recognise and value the advantages of the use of ICT by children with special educational needs.

Using ICT can:

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

For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. Therefore in co-operation with the Inclusion Manager we will endeavour to provide any resources or equipment that can potentially enhance and develop pupil's knowledge, skills and understanding in any area of the curriculum using ICT. These will be implemented wherever possible.

When planning work in ICT, we will take into account the targets in the children's EHCP's (Education and Health Care Plan). The use of ICT can help children in achieving their targets and progress in their learning. ipads are provided for pupils to use to help support them with their learning.

Progression

Pupils' ICT skills and competencies will be developed from Foundation Stage to Year 6.

Progression in each of the strands of ICT has been identified through guidance provided by the NCCE (National Centre for Computing Education) and CAS (Computing at School).

Hardware, Software and Resources

Pupils have access to ICT through class-based desktop computers. Some classrooms from early years to Year 6 have at least one computer and are networked to print to the photocopiers. In the ICT suite there are 30 PC's and one colour printer. There are 93 netbooks recently made available through the DfE to support remote learning which can be used across the school to support learning. These are stored safely in locked laptop trolleys . We also have 90 ipads which are kept in locked trolleys.

All classes from Nursery to Year 6 including the ICT Suite have a CLEVERTOUCH SCREEN installed.

All other ICT equipment such as peripherals are stored in secure cupboards where staff can borrow equipment and then replace after use.

An inventory of all equipment is kept with the school business manager.

Maintenance

Any faults with the computers should be logged with the technicians Turn IT On through their portal. This is to ensure all equipment is kept in good working order so that the delivery of lessons

are not disrupted due to the failure of equipment. All computers are covered by a maintenance contract with Turn IT On.

Health and Safety

All equipment will be checked annually under the Electricity at Work Regulation 1989 act.

The Health and Safety at Work Act (1st January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

Internet

Our current ISP (internet Service Provider) is Virgin Media in line with AdEPT's recommendation. The school has internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Online Safety Policy, which has been communicated to staff, pupils, governors and parents. E-safety training is an integral aspect of each year groups' ICT curriculum. An AUP (Acceptable Usage Policy) (APPENDIX 1) must be signed by all members of staff to ensure the safety of all of the children.

Roles and Responsibilities - Senior Management Team

The Head teacher and other members of the senior management team are responsible for monitoring the teaching of ICT throughout the school. They will also oversee the completion of the E-Safety Curriculum. The senior management team should decide on the provision and allocation of resources throughout the school in accordance to the school improvement plan, ICT action plans and timescales. They should also ensure that the Computing Leader and teachers are following their roles as listed below and in accordance to job specifications and performance management targets.

Roles and Responsibilities - Computing Leader

The Computing Leader will oversee planning for all year groups throughout the school and be responsible for raising standards in ICT. They will also be responsible for informing staff of new developments and initiatives and providing training where appropriate. The Computing Leader is responsible for overseeing the assessment of ICT across the school and providing opportunities to moderate ICT ability. They are responsible for ensuring the school has the appropriate number, and level, of software licenses for all software within the school. The leader is responsible for managing equipment and providing guidance for future purchasing. The computing leader is also responsible for ensuring tools and procedures are sustainable. The leader is also the designated Online Safety Officer ensuring children and staff are aware of school Online Safety rules and procedures.

Roles and Responsibilities - Teachers

Other subject leaders and classroom teachers should be aware that it is their responsibility to plan and teach Online Safety and to use IT wherever possible to support the children with their learning within their class. This will be in accordance to the schemes of work provided by the Computing Leader. They will also assist in the monitoring and recording of pupil progress in this area. Teachers should also respond to, and report, any online safety or cyber bullying issues that they encounter within or out of school in accordance to online safety procedures as listed below.

Whilst checking of personal sites, e.g. email, is permitted during non-contact times, staff should be aware that this should only happen for a brief time and that they should be extra vigilant and

ensure they are logged off appropriately. Staff should follow, and agree to, the Acceptable Usage Policy below (appendix 1).

Roles and Responsibilities - 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 log on to the school network, they should speak to a member of the senior management team.

Roles and Responsibilities - The School

As a school we will endeavour to ensure that parents and pupils are fully aware of ways in which the internet and ICT can be used productively and safely. We will always ensure that we provide children with the opportunities to excel and achieve when using ICT 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 parent's events. A range of online safety websites, news updates and our online safety planning, will be made available on the school website.

Roles and Responsibilities - Pupils

Pupils should follow the guidelines laid out in the AUP and Online Safety school rules. They should ensure that they use the computers and equipment appropriately at all times.

It is expected that children will follow the school's behaviour policy and Online Safety rules 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.

Roles and Responsibilities - 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 Computing Leader or the Head teacher.

Security

Computers, teacher's laptops are either stored in secure cupboards or taken home by staff during holiday periods. The IT suite is made secure at night.

The school has an alarm system installed throughout.

Each computer system has individual security against access to the management system. The files and network system are backed up regularly. All equipment is security marked including a school asset management tag.

Hardware should not be installed without the permission of the Head teacher and/or Computing Leader and staff should be vigilant to reduce the risks of virus infection. The installation of software unauthorised by the school, whether licensed or not, is forbidden. If you are unsure, please speak to the Head teacher and/or the Computing Leader 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 and a password which they can change to log in to their own designated area on the network. All pupils will log in via their own username to gain access to their files on the network.

Backups

Data in Teams/SharePoint/OneDrive is solely saved there and can be recovered if lost using Microsoft's recovery tools and in accordance with their retention period.

An incremental data backup takes place **daily at 9pm** from the file server to LGfL cloud based service (Gridstore). This will allow backups of files to be recovered if the original becomes lost or damaged.

Internet and E-mail

The internet may be accessed by staff and by children throughout their hours in school. We ask as a school that staff are vigilant as to the sites children are accessing and children should not be using the internet unattended.

The teaching of email and internet use will be covered within the IT curriculum planning, but staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet.

All members of staff will be issued with a school email address and this is the email with which they should use for professional communication. Staff should take extra care to ensure that all communication with children and/or parents remains professional. Users are responsible for all messages that are sent and due regard should be paid to the content of the emails to ensure it is not misconstrued. All web activity is monitored by the Computing Leader so it is the user's responsibility to ensure they log off appropriately. If children receive a message in through their LGfL account that they believe to be inappropriate then they should speak to their teacher and/or the Computing Leader who will investigate.

The use of the internet to access inappropriate materials such as auction sites, pornography, racist or any other material is prohibited and are blocked via LGfL filtering service. If users, especially children, do see an inappropriate website or image, they should close this immediately and report the site to the Computing Leader or by discussing this with their class teacher.

Personal Data

Staff should be aware that they should not transfer personal data such as reports, EHCPs and contact information on to personal devices unless strictly necessary, any data should be kept under their personal log in which allows access to the shared drive. If this is not possible 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.

Social Media

As a school we fully recognise that social media and networking are playing an increasing role within every-day life and that many staff are users of tools such as Facebook, Twitter and blogs using these for both personal and professional use. We will ensure that staff and children are kept fully aware of risks and issues that may arise and ways in which to minimise these risks.

Staff should:

- Ensure that their profile/posts are kept private to friends where possible, this also includes personal information such as phone numbers, email addresses etc.

- Not accept current or ex-pupils as 'friends' on social media sites such as Facebook. This is to ensure any possible misinterpretation. We do understand that some staff members have friends within the local community and just ask that these members of staff take extra precaution when posting online
- Ensure that if their communication is fully public (e.g. blogs/Twitter), that they maintain their professionalism at all times and remember that they are a representative of the school
- Be aware that electronic texts can sometimes be misinterpreted or misconstrued so should endeavour to minimise the possibility of this happening
- Not use these media to discuss confidential information or to discuss specific children
- Check with the Computing Leader if they need advice on monitoring their online persona and checking their security settings

Pupils should not be signed up to social networking sites due to the over-13 age limit. However, we recognise that many are signed up either with or without parental permission. As a school we will ensure pupils particularly in upper KS2 are aware of the dangers when connecting with others online with our Online Safety policy. We will also ensure that parents are fully aware of how to minimise the risk if their children are using these sites.

As a school we will use Twitter to post information, updates and blog posts. These will stream directly to our school website. We will ensure that we block any followers that appear inappropriate.

We will use J2e/ Seesaw throughout the school and Tapestry (EYFS) to share children's learning and to communicate with parents. We will follow guidance laid out in this document to ensure children are kept safe. No-one is able to post on the blog or write a comment without it being approved by a teacher to ensure that the children are not subjected to any inappropriate comments.

Digital and Video Images

As a school we will ensure that if we publish any photographs or videos of children online, we:

- Will ensure that their parents or guardians have given us written permission
- Will ensure if we do not have permission to use the image of a particular child, we will make them unrecognisable to ensure that they are not left out of situations unnecessarily
- Will not include a child's image and their name together without permission from the parents or guardians e.g. if the child has won an award
- Will ensure that children are in appropriate dress and we do not include images of children who are taking part in swimming activities
- Ask that if a parent, guardian or child wishes, they can request that a photograph is removed. This request can be made verbally or in writing to the child's teacher or to the IT Leader. We will endeavour to remove the photograph as soon as possible
- Will provide new parents with a photo permission letter upon their arrival into school
- Will ask parents or guardians that are recording video or taking digital images at public events e.g. school play or sports day, that they do not publish these online via any social network sites.

Staff must not use personal cameras or phones to take photographs of children within school. Where a school device is being used photos or videos should be removed from the device as soon as possible.

Technical Support

Many minor issues are dealt with by the Computing Leader.

Hardware technical support is provided by Turn IT On.

Support for the LGFL is provided by AdEPT Education.

Additional office-based support (e.g. Integris) is provided by Eva Louzao.

Online Safety

At Lancasterian Primary School, we take Online Safety very seriously. We will ensure that it is taught often throughout the children's ICT and PSHCE sessions as necessary. We will also provide children with dedicated e-safety lessons per half term following lessons provided through the Common Sense Media webpage and take part in Internet Safety Day and Anti-bullying Week annually to promote safer and more responsible use of online technology. E-Safety lessons will be reviewed regularly to ensure that they are up-to-date and reflect current needs. Children will be taught how to behave online and how to minimise the risk when working on the internet. Pupils will also be taught about managing passwords, respecting copyright and other elements of this policy that are relevant to them.

Our plans will provide children with an understanding of the expectations we have of them at a level appropriate to their age. We will also have an annual e-safety focussed parent meeting and will provide regular updates via our website and newsletters as appropriate.

All children will be taught about E-Safety and will sign a copy of the AUP (Acceptable Use Policy) during the first lesson at the start of each year. These will be provided by the Computing Leader and it is the responsibility of all teachers to share these rules with their class and get the children to sign their individual AUP. All staff will also complete an AUP.

E-safety training will also be provided for staff and governors to ensure that they conduct themselves in the appropriate manner when working and communicating online.

If there is a website available to children that staff or children deem inappropriate they must inform the Computing Leader who will then contact LGFL to get this blocked.

If a teacher suspects an E-safety issue within school they should make notes related to the incident in accordance to anti-bullying and behaviour policies. This should then be reported to the Computing Leader and Head teacher and recorded as appropriate.

If children receive an email that they believe to be inappropriate then they must be taught not to delete the evidence but to inform their teacher and/or the Computing Leader who will investigate.

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 e-safety issues will be dealt with quickly and effectively. When dealing with unacceptable use, staff should follow the behaviour policy and if necessary, the anti-bullying policy. Children may have restrictions placed on their account for a short time.

Complaints

Incidents regarding the misuse of the Internet by students will be delegated to the Computing Leader/ Designated Safeguarding Lead (DSL) 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 Head teacher. 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.

School Development Plan

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an annual basis.

Staff Development

On-going development of ICT capability is very important. Opportunities for continuing professional development of all staff, including non-teaching staff as appropriate, will be provided in accordance with the school's development plan.