Primrose Hill Primary School

Computing Policy: *A baseline for outstanding practice*

September 2014

Review date: September 2016

KEY PRINCIPLES

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Primrose Hill we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term

- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning

- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment

- the learning environment is ordered, the atmosphere is purposeful and children feel safe

- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- the appropriate, responsible and safe use of technology in the classroom to create an environment that stimulates learning.
- making full use of the opportunities presented by a wide range of mobile technology in the discrete teaching of Computing skills and in teaching across the curriculum

TEACHERS WILL ENSURE THAT:

- digital technologies are used effectively to deliver high quality lessons that accelerates pupils' understanding and generates a productive learning experience.
- children understand the basic components of a computer and how digital technology and internet can assist them in the school environment and wider world.
- they maximise the use of technology in and beyond school by offering online environments where the children can complete and create outcomes

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- a Skills Continuum is mapped out from scheme of work: **Switched On Computing** which ensures continuity and progression in Computing capability across the six key areas: *programming, computational thinking, creativity, networks and communication*.
- a Curriculum Map is in place that is broad and balanced, placing an emphasis on the integrated use Computing in the curriculum.

a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks (No Book Day) and regular checks of the website for outcomes.

Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- a variety of digital devices that allow investigative, communicative and collaborative learning activities to take place even in remote locations and including school trips
- resources to assist, particularly with more abstract themes of Computing such as networking and computational thinking, creating algorithms and debugging.
- specialist resources used to build on children's skills
- Children on the Gifted and talented register will benefit from 'special day away projects' at Camden's City Learning Centre and the opportunity to extend computational thinking through invitation to Code Club.

TEACHERS WILL MAKE SURE THAT:

- Computing is planned and designed to provide the best support for all learners
- resources are provided on a differentiated basis to adequately support the variety of abilities and needs

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- the periodic review of resources both hardware and software to assess need and viability
- provided Continuing Professional Development support to teachers both informal and formal. In addition keep staff up to date with current thinking in Computing practice.
- resources will be sourced using Camden's best price best value via the Procurement officer of Camden LA.

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best

TEACHERS WILL MAKE SURE THAT:

- they keep agreed assessment records based on the Switched on Computing scheme guidelines; children will be assessed as working towards (WT), at (A), working above (WA) and Gifted and Talented (GT)
- they submit data termly to enable Pupil Data Tracking based on the above

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- that the Computing Leader of Learning will analyse data and conduct a scrutiny of website outcomes, online environments and displays to ensure that all children are making the expected progress
- that the Computing Leader of Learning will liaise with SENCo and others to provide support and resources for particular individuals and groups who may be vulnerable or in need of acceleration or do not have internet access at home

Key Principle

Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- the safe use of resources
- Children conducting their own searches using www.Kidrex.org: a dedicated fun and safe search engines specifically designed for children.
- children will not be able to access search engines unless supervised by an adult or conducting a guided search
- children will not be able to access social media websites on school premises

TEACHERS WILL MAKE SURE THAT:

- risks have been assessed carefully before carrying out any practical activities, particularly if they are search related
- pupils are routinely made aware of issues relating to internet safety by using websites recommended by Camden LA safety officer
- age appropriate lessons are delivered, informing children of the risks of the world wide web
- age appropriate lessons are delivered with strong links to PSHCE, informing children of how to behave safely and respectfully online in social media environments
- Esafety packs are collected from the office and given to all children new to the school

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is evidence in the pacers of esafety and cyberbullying planning; teachers will use and adapting the teaching resources available in the shared Computing curriculum resources folder
- all adhere to the safety procedures outlined in Appendix A.

Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

TEACHER'S WILL MAKE SURE THAT:

- parents are welcomed in to share in their children's learning through the use of the school website
- parents are invited to attend Computing workshops based on Computing skills and knowledge taught at school
- parents are provided with an e-safety Booklet to help better protect their children online at home
- parents are welcomed in to share in their children's Computing learning, through open mornings/afternoons and class assemblies
- Computing is an integral part of home learning to provide opportunities for children to practice and consolidate their skills and knowledge and to develop and extend their techniques and strategies
- Children and parents are made aware of online resources to extend learning at home through published Home Learning articles on the school website
- Passwords and usernames for online environments are distributed to children, who will be trained on how to access the resources online

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website
- the periodic review is in place to measure the effectiveness of the online environments available to children to access at home and school
(*Google Docs,LGFL, Brainpop, Purple Mash)*.

E-safety Procedures

1.0   Introduction

1.1   Primrose Hill School is aware that the Internet contains a vast store of information from all over the world which is mainly aimed at an adult audience and may be unsuitable for children. As such this policy sets out guidelines for the acceptable use of the Internet that will ensure that the pupils of the school can benefit from its use and remain safe. In addition this policy provides all members of the Primrose Hill network community with guidance to achieve this by helping them to recognise the risks and take action to help children use the internet safely and responsibly.

2.0   Aims

2.1   It is Primrose Hill Primary School's aim that the educational and social benefits of the Internet should be promoted, but that this should be balanced against the need to safeguard children. To achieve this, we have developed an e-safety strategy and will work in partnership with parents and carers to deliver it.

2.2   Pupils who access the Internet from the school site are required to make safe and responsible choices for actions that take place while using their computers. All children are made aware that all internet activity is logged. Those who access the Internet outside the school are also expected to fulfil all the contractual obligations of the school's e-safety package.

2.3   Primrose Hill Primary School will allow pupils, teachers, other members of the Primrose Hill network community access to its computers, network services, and the Internet. All pupil activity, when using the network and Internet in school, must be in support of education and/or research and must be appropriate to the educational objectives of the School.

3.0   Benefits

3.1   Use of digital technology is so universal that it is of huge benefit to children to learn these skills in order to prepare themselves for the working environment. Access to the Internet will enable staff and pupils to:

•   raise educational attainment, by engaging and motivating pupils to learn and so improve their confidence;
•   improve pupil's research and writing skills;
•   overcome communications barriers, especially helping those with a disability;
•   send and receive email;

- engage in projects that involve online reporting to parents;
- enable children to be taught "remotely", for example children who are unable to attend school;
- improve pupil's wellbeing through the social and communications opportunities offered;
- provide access to a wide range of online media for learning and teaching resources;
- exchange personal communication with other Internet users in the UK and across the world;
- publish and display work on the school's website

4.0 Effective Use

4.1 Internet access will be planned to enrich and extend learning activities as an integral aspect of the curriculum. Pupils will:

- be given clear objectives of Internet use;
- be educated in responsible and effective Internet use;
- be supervised appropriately;
- learn to search for and discriminate between valid and inappropriate material;
- learn to copy, save and use material found on the Internet without infringing copyright.

5.0 Safety

Internet access at Primrose Hill Primary School is filtered by our Internet Service Provider (ISP) a BECTA approved provider. The school prides itself on developing safe and responsible behaviours in all pupils so that each pupil is equipped to make suitable and correct choices when using the internet. However the school will be responsible for any incidents that occur during school time in school. The safe use of the internet at home will remain the parents' responsibility. There will be some provision to ensure that all sections of the school community are kept up to date with current e-safety practices.

This will include:

- The re distribution of the safety pack to all children;
- The signing and returning of the Internet permission contract by parent and child;
- The school following the 'Think u know' training safety programme to ensure that training provided is relevant and effective to all sections of its community.

6.0   Personal Security Guidelines

6.1   Pupils should:

•   never reveal personal information, either their own or others, such as home addresses, telephone numbers and personal email addresses;
•   not use photographs of themselves on their Web pages unless the parent or guardian has given permission to do so;
•   never meet people in person that they have contacted on the Internet without parent/guardian permission;
•   notify their teacher whenever they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable;
•   be aware that the author of an Email or Web page may not be the person they claim to be.

7.0   Managing Email

7.1   Children may receive email directly from known addresses and they may also use their personal email address when replying to known recipients. lgflmail hosts an email system that allows pupils to send emails to others within the school or to approved email addresses externally. Each child receiving Email is encouraged to reply promptly.

8.0   School and Personal Web Pages

8.1   Pupils are encouraged to take an active role in writing Web pages through the use of Google Sites. This often inspires pupils to publish work to a high standard for a wide and varied audience.

Web pages can be used to:

•   document curricular research;
•   be part of an online project;
•   promote the school and community;
•   publish resources for projects and homework;
•   create personal pages detailing interests and displays of work.

9.0   Pupil Responsibility

9.1   Pupils are responsible for appropriate behaviour on the school's network just as they are in the classroom or school playground. It must be remembered that communications on the network are often public in nature.

9.2   General school rules and the Behaviour Policy and Anti- bullying policies apply and it is expected that users will comply with the guidelines of this policy.

9.3   Any incidents of cyber bullying should be reported to the e-safety contact officer who will record the incident on the incident report form and ensure that the incident is dealt with in line with the school's anti-bullying policy. Incidents should be monitored and the information used to inform the development of anti-bullying policies.

9.4   Pupils are personally responsible for their actions when using school equipment to access computer resources outside the school network.

10.0   Parental Support

10.1   Pupils could potentially have unfiltered, unsupervised Internet access at home. All parents should be aware of the concerns and benefits of Internet use. Parents are therefore encouraged to come in to school to work alongside the teacher to experience the Internet first hand. Arrangements for this can be made with the class teacher directly. Active use of the school's safety package is also encouraged.

11.0   Usage Rules and Guidelines

11.1   Privacy
•   Each pupil and their parents or carers are to sign a contract contained in the safety package which sets out guidelines for the use of the internet at school and at home. Safety packs are given out to all children at the beginning of each academic year which includes a poster of the kidsmart SMART rules.
•   Each teacher will ensure that the SMART rules are taught at the beginning of each academic year and revisited again to encourage pupils to make safe and responsible choices when using the internet at all times.
•   Photographs of pupils that will appear from time to time on the school's website will not be labelled.
•   Teachers and staff may review documents and log files to ensure that pupils are using the system responsibly.

11.2   Software

• Pupils should never download, load or install any software, shareware, or freeware, or load any such software from floppy disks, unless they have permission from their teacher.
• Pupils may not copy other people's work or intrude into other people's files without permission.
• Inappropriate materials or profane, abusive and impolite language should not be used to communicate nor should materials be accessed which are not in line with the rules of school behaviour.
• A good rule to follow is never view, send, or access materials that you would not want your teachers or parents to see. Should pupil encounter such material, they should immediately report it to their teacher.
• Children are only allowed in chat rooms with teacher permission.
• No Internet games may be played during school hours

11.3   Safe teaching Practice

• Staff should take care regarding the content of and access to their own social networking sites and ensure that pupils and parents cannot gain access to these.
• Staff should be particularly careful regarding any comments to do with the school or specific pupils that are communicated over the Internet; remarks that are private may go to a wider audience and raise questions regarding confidentiality.
• Staff should not engage in any conversation with pupils via instant messaging or social networking sites as these may be misinterpreted or taken out of context.
• Where staff need to communicate with pupils regarding school work, this should be via Fronter and messages should be carefully written to ensure that they are clear, unambiguous and not open to any negative interpretation.
• When making contact with parents or pupils by telephone, staff should only use school equipment. Pupil or parent numbers should not be stored on a staff member's personal mobile phone.

12.0   Responding to Incidents

12.1   All incidents and complaints relating to e-safety and unacceptable internet use will be reported to the e-safety contact person (COMPUTING Leader of Learning).

12.2   All incidents, whether involving pupils or staff, must be recorded by the e-safety contact officer on the e-safety incident report form.

12.3   A copy of the incident record should be emailed to Camden's designated e-safety officer at jenni.spencer@camden.gov.uk.

12.4   Where the incident or complaint relates to a member of staff, the matter must always be referred to the head teacher for action. Incidents involving the head teacher should be reported to the chair of the board of governors.

12.5   The school's e-safety contact officer should keep a log of all e-safety incidents and complaints and regularly review the information for evidence of emerging patterns of individual behaviour or weaknesses in the school's e-safety system, and use these to update the e-safety policy.

12.6   E-safety incidents involving safeguarding issues, for example contact with inappropriate adults, should be reported to the designated child protection person, who will make a decision as to whether or not to refer the matter to the police and/or Safeguarding and Social Care in conjunction with the head teacher.

12.7   Although it is intended that e-safety strategies and policy should reduce the risk to pupils whilst on-line, this cannot completely rule out the possibility that pupils may access unsuitable material on the internet. Neither the school nor the London Borough of Camden can accept liability for material accessed or any consequences of Internet access, but all reasonable precautions will be taken to ensure a safe e-learning environment.

13.0   Breach of the e-safety Policy

13.1   The head teacher will decide what sanctions will be applied for breach of the e-safety policy. The sanctions applied will reflect the seriousness of the breach and will take into account all other relevant factors. Examples of a breach are:

•   persistent and/or extreme cyber bullying;
•   receipt or transmission of material that infringes the copyright of other people or is in breach of the Data Protection Act;
•   bringing the schools name into disrepute.

Sanctions could include:

•   referral to the head teacher;
•   banned use of the internet for a defined period
•   removal of device/equipment;

- contact with parents;
- possible exclusion;
- referral to Camden's e-safety officer.
- referral to community police officer

14.0   Parent and Pupil Contract

14.1   All parents and pupils will sign the contract contained in the e-safety pack. This is given out to all new children each September and copies of the safety pack will be provided for all casual application during the course of the academic year.

14.2   For a new form please go to appendix 1.

15.0   e-safety incident form

15.1
- All incidents must be documented on the e-safety incident form as soon as the incident occurs.
- All information pertaining to the incident must be logged in a timely manner as soon as it is reported and investigated with times and dates included.
- It is vital that details are not logged in retrospect as further investigation of an incident may involve external agencies.

15.2   Please see appendix 2 for the e-safety incident form.

16.0   Conclusion

16.1   This policy has been written in conjunction with the school's Anti-bullying policy and is linked to the school's Inclusion policy and Behaviour Policy.

16.2   This policy describes strategies and procedures that reduce the risks of e-safety breaches and or data security incidents. Primrose Hill School will update this policy to reflect new developments as and when needed.

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.