



Talavera Junior School
IT and Computing Policy

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Print Name: Lucy Manser

A handwritten signature in black ink, appearing to read "R. Manser", is written over a horizontal line.

**Signed:_____ (Governor
Approval)**

Print Name:_____

Approval Date:_____

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Talavera Junior School

IT and Computing Policy

At Talavera Junior School we believe that the pupils must be able to recognise and adapt to a society which is served by an ever increasing use of IT related processes. To enable pupils to prepare for this we believe that all pupils must have equal and appropriate access to IT resources.

There is a need for pupils:

- ~To develop a set of coherent computing skills so that they may, in time, be able to use IT effectively, creatively and autonomously across the whole range of curriculum subjects.
- ~To develop pupil's computational thinking skills that will benefit them throughout their lives
- ~To be able to take advantage of IT opportunities to promote learning across all subjects and outside the classroom.
- ~To develop an awareness of their personal responsibilities when using IT to access wider resources and when communicating with others including how to keep themselves and others safe when online.
- ~ To have had an opportunity to develop their coding skills in line with the requirements of the national curriculum and to promote interest for later life.

Rationale

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 pupils 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, pupils 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.

National Curriculum 2014

Aims

Computing across the primary phase is split into three areas: digital literacy, computer science and Information technology. Each of these areas are included within the following aims.

- ~To provide pupils with the computational skills necessary to become independent learners
- ~To promote learning and experiences within IT and promote the development of IT skills in all pupils in accordance with their individual capabilities
- ~To use new technologies to enable good quality teaching and learning to take place
- ~ To promote safe and sensible use of technology through a dedicated online safety curriculum (Digital Citizenship)
- ~ To ensure appropriate and equal access to technology for all children regardless of age, gender, ethnicity or ability
- ~To take into account the issues relating to inclusion and to allow for differentiation with pupils that need additional help to access learning. IT is particularly effective in providing support for EAL learners.
- ~To ensure our pupils take advantage of the ever quickening pace of technological change
- ~To provide pupils with an understanding of the role technology plays in everyday life at present and its importance in the future
- ~To use IT to specifically support the literacy and mathematics within the school. This may be through the use of dedicated integrated learning systems (ILS); specialist targeted resources or a structured focus on these areas of learning and key skills.
- ~ To give children opportunities to access the Computing Curriculum through home school links and resources. (My Maths, times table rockstars).
- ~To develop the knowledge, skills and understanding as identified in the programmes of study in the following three areas:-

Teaching and Learning

Pupils' progress and continuity:

- ~The programmes of work are designed with the computing aspects clearly identified.
 - ~Where possible, pupils will be encouraged to train and assist their peers.
 - ~Each pupil will be introduced to the basic computing skills required to operate effectively with the digital devices in this school.
 - ~Pupils will use IT to support curriculum areas including English, mathematics, core and foundation subjects.
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- ~Staff will use a range of teaching styles with IT (i.e. whole class, small group and individual use of IT equipment).
 - ~Provision will be made to ensure the curriculum and tasks are accessible and purposeful for all children.
 - ~The staff will meet regularly to monitor and evaluate current computing practice within the school, including pupils' continuity and progress. From this, planning for future programmes of work and staff meetings will be undertaken.
 - ~The staff will review both the provision of computing as a cross-curricular process and as a core subject within the National Curriculum. This review will take place at the completion of the year's work.

Implementing the policy

Children are timetabled for 1 session of computing per week (on average). In addition to this children are also allocated additional time on iPads or laptop to assist and support other subjects including English, Mathematics, core and foundation subjects.

In addition to this, each year the school participate in the National Internet safety week which includes a whole school assembly and an additional session on online safety.

Picture books which deal with the issues of online safety are used as a focussed within lessons but are also available for children to loan in the school library.

Staff Training

Needs will be met by:

- Auditing staff skills and confidence in the use of information technologies regularly;
- Arranging training for individuals as required;
- The Computing Co-ordinator (or Shadow) should attend courses and support and train staff as far as possible.
- Annual online training must be arranged and completed by all staff working with children
- All staff must be trained on professional conduct and safer working practices regarding technologies such as Twitter, Facebook, Blogging etc.
- Additional support is provided by the computing subject lead to ensure that planning supports the needs of the children and is in line with National curriculum expectations.

Resources and access

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of computing across the school.

The school currently has 3 banks of laptops (providing at least 1 between 2 for class use), 2 bank of netbooks and 4 banks of 15 iPads which children use to work on. Pupils may use IT and computers independently, in pairs, alongside a TA or in a group with a teacher. Additional laptops and iPads are stored in Pangolins/library for their use with the hub class.

In addition to this each member of teaching staff has their own laptops and laptops are able to be loaned out from the computing lead if support staff or supply staff require. Each classroom also has its own iPad.

In addition to the above there is a variety of other IT equipment in school including; Probots, microbits, CD players, voice recorders and headphones..

Finally, a service level agreement with Agile is currently in place to help support the computing lead to fulfil their role in regards to software and hardware requirements alongside Schools Broadband council who provide our internet and related security and filters. An IT technician conducts server checks on a fortnightly basis and visits in person monthly.

Assessment, Recording and Reporting

Computing will be assessed in a number of ways using formative and summative assessment. Formative assessment will take place during computing lessons and will be used to inform future planning and this is conducted by the teacher on an informal basis.

Computing assessments will be completed by class teachers at the end of each module of teaching.

As part of the spring term reports, teachers will provide parents with an indication of their children's progress, against key year group targets.

Health and Safety

The school is aware of the health and safety issues involved in children's use of IT and computing.

All staff monitor the condition of equipment including cables prior to and after use. Any damaged equipment is taken out of use and the computing lead should be made aware so replacements can be organised. Staff member will ensure that children do not consume food or drink near electrical equipment. They will also ensure that any trailing leads are tidied appropriately. In addition to this all electrical equipment in school is tested by an external contractor on a yearly basis (PAT testing).

It is advised that staff not bring their own electrical equipment in to school but if this is necessary the advice given is that it should be PAT tested before being used in school. This advice is shared with any visitors or organisations that lead training, workshops or educational opportunities by the member of staff who has organised it.

Security

At Talavera digital security is of great importance and includes:

- Use of IT and computing will be in line with the school's 'acceptable use policy'. All staff, children and parents must sign a copy on enrolling at the school.
- All staff, children and parents will be made aware of the school rules for responsible use of IT and the internet and will understand the consequence of any misuse.
- The agreed rules for safe and responsible use of IT and the internet will be displayed in all computing areas (where IT equipment is stored).

Parental involvement

Parents are encouraged to support the implementation of IT and online safety where possible by encouraging the safe and responsible use of IT and computing skills at home for pleasure. This may be achieved through homework tasks, use of the school website or just for leisure use. Parents will be regularly made aware of issues surrounding online safety through newsletter updates, information slides at all parent events and annual parent workshops.

Monitoring and evaluating

The Subject Leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, pupil discussion and evaluating pupil work.

We allocate time for the vital task of reviewing samples of children's work and for

visiting classes to observe teaching in the subject.

Equal opportunities

As a school we will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately. In addition to this, any child who is unable to access online resources at home will have opportunities to do so at school.

E-safety

We believe that:

- children and young people should never experience abuse of any kind
- children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

We recognise that:

- the online world provides everyone with many opportunities; however it can also present risks and challenges
- we have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online
- we have a responsibility to help keep children and young people safe online, whether or not they are using Talavera's network and devices
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety.

We will seek to keep children and young people safe by:

- reporting any concerns to DSL
- regular monitoring of internet use in school by computer coordinator
- providing clear and specific directions to staff and volunteers on how to behave online through our behaviour code for adults
- supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others
- supporting and encouraging parents and carers to do what they can to keep their children safe online through parent workshops, newsletters and information slides
- developing an online safety agreement for use with young people and their parents/carers
- developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person
- reviewing and updating the security of our information systems regularly
- ensuring that user names, logins, email accounts and passwords are used effectively
- ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate

- ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given
- providing supervision, support and training for staff and volunteers about online safety
- using Hampshire County Council internet filtering system and firewall
- examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

If online abuse occurs, we will respond to it by:

- having clear and robust safeguarding procedures in place for responding to abuse (including online abuse)
- providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation
- making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account
- reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures, including:

- Child protection
- Procedures for responding to concerns about a child or young person's wellbeing
- Dealing with allegations of abuse made against a child or young person
- Managing allegations against staff and volunteers
- Code of conduct for staff and volunteers
- Anti-bullying policy and procedures
- E-safety
- Photography and image sharing guidance
- Acceptable use of ICT policy (staff)
- Acceptable use of ICT agreement/ use of photographs (parent/carers, pupil, staff)

L Coombs

Computing lead

November 2023

Review date: November 2024

Signed:_____ **(Chair of Governors)** **Date:**_____