



Sheep Dip Lane  
Academy



Exceed Learning Partnership  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## Computing Policy: Sheep Dip Lane Academy



<b>Responsible Governing Board</b>	<b>Local Governing Board</b>
<b>Responsible Persons</b>	<b>Principal &amp; IT Lead</b>
<b>Date of last review</b>	<b>January 2022</b>
<b>Review Date</b>	<b>January 2025</b>

## Version Control

<b>Version</b>	<b>Revision Date</b>	<b>Revised by</b>	<b>Section Revised</b>
V1	25/11/21	M Campbell	All sections – revised document

This policy should be read in conjunction with other policies including Anti-Bullying, Behaviour, ICT Acceptable Use Policy for Pupils, Safeguarding, Social Media Policy, Staff Acceptable Use of ICT Policy, Code of Conduct and Disciplinary.

Throughout the policy, 'Computing' is used to refer to the specific curriculum subject and 'ICT' to describe the broader use of technology.

### **Introduction**

ICT equipment and resources within our school are provided to enhance pupils' learning and to aid staff in their delivery of the curriculum. These guidelines have been written to ensure that everyone in the school is aware of what is expected of them and can stay safe when using this hardware and software. This policy sets out a framework for how computing as a subject will be taught in school and how general use of ICT will be monitored. Further information on the different systems in school will be made available to staff.

### **Intent**

We believe that it is important for children, staff and the wider school community to have the confidence and ability to use ICT tools to prepare them for an ever-changing and rapidly developing world. To enable all our staff and pupils to be confident, competent, independent and safe users and learners of Computing we aim:

- To use ICT where appropriate to ensure pupils are motivated and inspired in all areas of the curriculum
- To use ICT to help improve standards in all subjects across the curriculum
- To develop the ICT competence and skills of pupils through computing lessons and provide them with the chance to consolidate these in a cross-curricular context
- 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 provide all staff with the training and support to ensure that they can, and have the confidence 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

### **Implementation**

Computing will be taught across the curriculum and wherever possible, integrated into other subjects, applying skills that have been learnt in computing sessions in cross-curricular lessons. Our computing curriculum document shows the learning journey which the children are expected to take and this will be adapted as the new curriculum develops to ensure that it is relevant and up-to-date. The ICT Coordinator will ensure that the plans provide a broad and progressive development of skills using appropriate software.

Teaching staff will follow the scheme of learning on [www.teachcomputing.org](http://www.teachcomputing.org). Lesson plans are organised into 6 lesson units which build on skills taught in previous year groups. These units cover a broad range of ICT skills including online safety, programming, coding and debugging and the creation of digital media. Children are also taught how computer networks are connected and maintained.

## **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. We use an online platform app 'Seesaw' from Y1-Y6 and tapestry for EYFS pupils to set learning tasks linked to in school learning to embed learning and practice skills to support the teaching and learning cycle in school.

## **Assessment**

Computing will be assessed in a number of ways using formative and summative assessment. Formative assessment will happen during computing lessons and will be used to inform future planning and this is conducted by the teacher on an informal basis. Children will store their work on the network which enables staff to view a child's complete portfolio and make summative judgements. Children will also complete written work in their topic books to demonstrate their understanding of Computing.

## **Equal Opportunities and Inclusion**

We will ensure that all pupils are provided with opportunities to access the computing curriculum throughout the school. Where necessary, we will endeavour to make adaptations to the environment or provide software that will enable all learners to achieve. Children without internet access at home are able to use the school computers to do any online homework.

## **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 parents events.

## **Roles and Responsibilities - Teachers**

Class teachers are responsible for planning, teaching and recording pupil progress in computing in accordance with guidance provided by the ICT Coordinator. Teachers are also responsible for using ICT on an everyday basis with their class, including the use of the interactive white board to provide visual stimulus for learning.

Teachers should respond to and report any e-safety or cyberbullying issues that they encounter within or out of school in accordance to e-safety procedures in the Acceptable Usage Policy. Staff should sign and adhere to the Staff AUP.

## **Roles and Responsibilities - Pupils**

Pupils should follow the guidelines laid out in the ICT Acceptable Use Policy for Pupils. 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 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 be applied.

## **Roles and Responsibilities - Parents**

Parents should stay vigilant to the websites and content that their children are accessing and try to talk to their child about e-safety and the use of the internet. If they have any questions or concerns, then they should speak to their child's teacher or the Principal.

## **Roles and Responsibilities - Governors and visitors**

School governors should abide by the guidelines set out for staff and ensure that any use of computers and equipment within school is carried out in accordance with this. If either a visitor or governor wishes to have a temporary account to logon to the school network, they should speak to the ICT Coordinator.

## **Equipment - Hardware and Software**

ICT equipment should be used with care to preserve life and prevent wastage. To promote this, no food and drink is allowed in the ICT Suite or near equipment in the classroom. Hardware should not be installed without the permission of the ICT coordinator. If staff use memory sticks, then these should be scanned using the school's antivirus software and staff should be vigilant to reduce the risks of virus infection as stated in the AUP. The installation of software unauthorised by the school, whether licensed or not, is forbidden. If you are unsure, please speak to the ICT Coordinator for advice. The school reserves the right to examine or delete any files that are held on its system.

## **Sustainability and Environmental Impact**

Hardware is disposed of safely and securely in accordance with WEEE.

## **Network**

Accounts on the network are created and monitored by the ADEPT. Staff are issued with a username for the network and a temporary password which needs to be changed in accordance with the password procedure below. Children have individual logins. There are no passwords for children.

When a new child joins, it is the responsibility of the class teacher to inform the ICT coordinator of the child's name and year group via the ICT log book in the main office. The ICT coordinator will then provide a network login and accounts for online tools. Once they have left our school, the child's account and their content will be removed.

The school has a wireless network. Staff may connect their own laptop/devices to this network providing that the ICT coordinator has checked the laptop for appropriate anti-virus protection software. On request, the Wi-Fi password can be shared which will be retained by the laptop/device for future use.

## **Passwords**

ADEPT holds the passwords to different areas of the school network and has administrator access. The ICT Coordinator has an admin login to the server to manage user accounts and additional software. Users will be given access to systems at the appropriate level.

All staff have password protected access to the school network and the initial password must be changed at first login. Staff should make sure that any passwords they use are strong and contain a mixture of some of the following; upper- and lower-case letters, numbers and punctuation. These should be changed regularly, especially if the user suspects others may know the password. Staff should be aware of and apply the guidance given in the Staff AUP with regard to data security.

For online services used in school such as MyMaths, it is important that these details are not accessible to pupils at any point.

For sites such as MyMaths, children have personal passwords. These passwords are site-specific and as children progress through the school they will be taught about choosing sensible and secure passwords for online sites and apps.

## **Backups**

The data stored on the school's network is backed up on site and remotely by ADEPT. Staff need to notify the ICT Coordinator immediately if they realise something has been accidentally deleted so that copies of files can be recovered.

## **Technical Support**

A detailed description of any equipment failure or error should be recorded by staff in the ICT log book in the main office. Minor issues will be dealt with by the ICT Coordinator as appropriate. Hardware and software technical support is provided remotely and on-site by ADEPT when required. Additional office-based support (e.g. MIS, SIMs) is provided by the ADEPT helpdesk and forms part of the annual Service Level Agreement that the school has in place.

## **School Website**

The school website is managed by the Office Manager and Principal. All classes can submit documents and photographs for publication. Photographs including images of children need to be checked for parental permission and meet the criteria shown below before submission.

## **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.
- 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.
- not include a child's image and their full name together without permission from the parents or guardians e.g. if the child has won an award.
- ensure that children are in appropriate dress.
- remove photos at the request of a parent, guardian or child. This request can be made verbally or in writing to the child's teacher or to the School Business Manager. We will endeavour to remove the photograph as soon as possible.
- not re-use any photographs or recordings after a child leaves this school.
- ask parents or guardians not to record any public events e.g. school play or sports day.

## **Prevent Duty**

Schools are expected to ensure children are safe from terrorist and extremist material when accessing the internet in school. This is achieved by establishing appropriate levels of filtering in partnership with ADEPT, full filtering is currently in place which, amongst others, blocks access to social media sites and You Tube.

## **Internet and E-mail**

The internet may be accessed by staff and by children throughout their hours in school and users are responsible for ensuring that they have logged off so that other users cannot access previously accessed sites. Staff need to be vigilant as to the sites children are accessing and children should not be using the internet unattended. The teaching of email, internet use and other aspects of e-safety will be covered within the computing curriculum planning, but staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet.

If users, especially children, see an inappropriate website or image, they should minimise the page immediately and report the site to their class teacher who will report this to the ICT coordinator. ADEPT to be contacted to attempt to get this site blocked.

Staff are provided with a school Office 365 email address and need to follow the guidelines in the Staff AUP when using this.

### **Social Media**

As a school, we 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 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 apply the guidance given in the Staff AUP and Social Media policies with regard to social networking.

Pupils should not be signed up to most social networking sites due to the over-13 age limit. However, we recognise that many are signed up either with or without parental knowledge. As a school, we reserve the right to contact sites such as Facebook and ask them to remove our children's accounts should any issues, such as cyberbullying, occur.

### **E-Safety**

We take e-safety seriously and will ensure that computing and PSHE sessions teach how to minimise the risk when working on the internet, managing passwords and respecting copyright, as relevant to the children's age. All children will be taught about the Internet Acceptable Use Policy and will sign a copy. Useful ICT rules will also be displayed to ensure they are seen by children and visitors.

If a teacher suspects an E-safety issue within school, they should make notes related to the incident in accordance with school Anti-bullying and Behaviour policies. This should then be reported to the ICT Coordinator and Principal, recorded and parents contacted as appropriate.

<b>SAFE</b>	Keep safe by being careful not to give out personal information online.
<b>MEETING</b>	Never agree to meet anyone that you chat to on the internet; they may not be who you think they are. You can't be sure who you're talking to on the Internet.
<b>ACCEPTING</b>	Do not accept unusual e-mails. They may be trying to tempt you into opening them. They could contain viruses that can damage your computer. If this happens to you, tell an adult.
<b>RELIABLE</b>	Information on the internet may not be true – anyone can upload material to the internet. Always double check any information on a more reliable website.
<b>TELL</b>	If anything makes you feel worried tell your parents, teachers or an adult that you trust. They can help you to report it to the right place or call a helpline like Child Line on 0800 1111 in confidence.

### **Copyright**

Copyright of materials should be respected. Staff should check permission rights before downloading material, particularly images from the internet, and/or copying from printed materials. Staff should not remove logos or trademarks unless the terms of the website allow it. Children will be taught that it is not acceptable to take images directly from the internet without permission for use and to start referencing the sites they have used.

### **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 and Anti-bullying policies as necessary.

### **Responding to unacceptable use by staff**

Failure to comply with the guidelines and expectations in the Staff AUP could lead to sanctions and possible disciplinary action in accordance with the school's policies and the law.

### **Acceptable Use Policy - Governors and Visitors**

Visitors may be provided with accounts to our network and/or online systems on a case-by-case basis, depending on the purpose of the account requested. Users will be expected to follow the guidelines as set out for staff and understand that accounts may be removed at any time.

### **Complaints**

Incidents regarding the misuse of the Internet by students will be forwarded to the Principal and ICT Coordinator who will decide whether 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 Principal. Complaints of a safeguarding must be dealt with in accordance with safeguarding procedures.

### **Curriculum impact**

After the implementation of this computing curriculum, children will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

Date of Policy: January 2022

To be reviewed: January 2025

Signed: Principal 

Signed: Governor / Chair of Governors 