



Computing Policy

Aims

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 aim to develop children’s ability to code and program, as we understand this will be an important part of their lives as they grow up, and will be beneficial for jobs of the future. This can be taught thematically or as part of our STEM curriculum. 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. At Finlay we aim to teach children to use technology in a practical and meaningful way. In every way possible, computing is taught thematically, with children working towards a final outcome. Children are taught not only to use computer hardware and software, but also to use technology peripherals such as digit cameras, control software (such as BeeBots) and interactive whiteboards. Children have fundamental computing skills such as saving and reopening work, logging on and off computers, and keyboard skills.

Curriculum Planning

Computing is taught as part of a thematic approach, where it links to the theme in achieving an end result, and is taught from Reception to Year 6 in this way. The Computing curriculum is taught through four strands, which are built on throughout the year groups. These are:

- Computer Science (CS)
- Information Technology (IT)
- Digital Literacy (DL)
- E-Safety





Objectives are differentiated between year groups through a clear progression of skills. Every year group have access to the age-appropriate key skills, as outlined in our Finlay Curriculum progression document, and use these to inform their planning. These skills are passed up to the next year group with the children to ensure full coverage of skills across the children's time in school. Computing skills are further developed in a cross-curricular manner for example; creating a game or animation in scratch using algorithms based on the current theme.

Foundation Stage

In the Foundation stage, children have access to technology on a daily basis. Children are introduced to computers individually and in group work. Non-written work is recorded through the use of photographs in support of evidence for the foundation stage profile. The foundation stage classroom is equipped with a computer, digital camera, iPad, CD player and listening station. The children's learning is then evidenced on Tapestry, along with the coverage of their early learning goals.

Inclusion

All pupils, regardless of race, gender, culture, behavior or disability have the opportunities to develop their Computing capability and skills. The school promotes equal opportunities for computer usage and fairness of distribution of computing resources. We check software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

SEN and Gifted & Talented

We aim to enable children with Special Educational Needs (SEN) to have access to appropriate software/hardware and where appropriate to record this on their learning plans. All children should have equal access to technology in order to develop their personal Computing capability. When children are working in groups, we endeavor to ensure that all children are equally involved and are developing their fundamental skills. Children will be supported by a teacher/teaching assistant/another child where necessary. Each class also has access to an iPad, which can be used to support children's learning in other curriculum areas through specialized apps.

Assessment and Recording





The application of knowledge, understanding and skills are assessed through embedded activities which are planned into lessons. Pupils' are taught to save work in their own folders/ year group folders on the network. These folders contain all of the Computer work for that pupil from present and past years. Every term, the Computing Subject Leader checks teachers planning, children's learning journeys and talks with pupils to ensure coverage and progression of the four strands across the year groups and key stages.

Resources

In school we have the following equipment available to us to use to support the teaching of Computing as a discrete subject or across the curriculum.

- Interactive whiteboards
- Floor robots (Beebots, Probots)
- DVD players
- Internet
- Computer linked microscope
- I pads (one per class)
- Laptops
- Lego Education



Monitoring and Review

Monitoring is carried out by the Computing Subject Leader in the following ways:

- Monitoring of planning.
- Scrutiny of children's work.
- Observation of learning within the teaching in Computing.
- Pupil conferencing

E-Safety

At Finlay, we take internet safety very seriously. We are part of the South West Grid for Learning (SWGfL) therefore we benefit from their internet filters. As information and pictures are constantly uploaded on to the internet, staff and the Computing Subject Leader continuously review the content our children can access, and address this accordingly. We are also working towards an E-safety Mark using the 360 degree safe auditing tool. In addition to this, we subscribe to the





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Boost+ SWgfl platform which allows staff to access e-safety materials, training and information for parents as and when necessary. Websites such as Google are subject to filters and where the images search has partial filters; children are taught how to search using appropriate vocabulary. Children are taught to take responsibility for appropriate internet use in school. For further information see our e-safety Policy.

Signed by (SLT):

Date: 31st March 2019

Date for review:





Roles

Governors:

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by the *Governors*, who receive regular information about online safety incidents and monitoring reports. A member of the *Governing Body* has taken on the role of *Online Safety Governor*. The role of the *Online Safety Governor* will include:

- regular meetings with the Online Safety Co-ordinator and Computing Subject Leader
- attendance at Online Safety Group meetings
- regular monitoring of online safety incident logs
- regular monitoring of filtering logs
- reporting to relevant Governors

Executive Head teacher and Senior Leaders:

- Have a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety will be delegated to the *Online Safety Co-ordinator and Computing Subject Leader*.
- Should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff.
- *Are responsible for ensuring that the E-Safety Coordinator and other relevant staff receive suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant.*
- Will ensure that the current system in place allow for monitoring of issues and support of those in school who carry out the internal online safety monitoring role.

E-Safety Coordinator and Computing Subject Leader

The E-safety Coordinator is a shared role between the Computing Subject Leader and the Designated Safeguarding Lead. They:

- Lead the Online Safety Group.
- Take day to day responsibility for online safety issues and have a leading role in establishing and reviewing the school online safety policies / documents.
- Ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.





- Provide training and advice for staff.
- Liaise with school technical staff
- Receive reports of online safety incidents and creates a log of incidents to inform future online safety developments.
- Meet regularly with Online Safety *Governor* to discuss current issues, review incident logs and filtering / change control logs

Teaching and Support Staff

Are responsible for ensuring that:

- They have an up to date awareness of online safety matters
- They have read, understood and signed the Staff Acceptable Use Policy / Agreement (AUP)
- They report any suspected misuse or problems to the Designated Safeguarding Lead.
- All digital communications with pupils / parents / carers should be on a professional level *and only carried out using official school systems*
- Online safety issues are embedded in all aspects of the curriculum and other activities
- Pupils understand and follow the Online Safety Policy and acceptable use policies.
- Pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- They monitor the use of digital technologies, mobile devices, cameras etc in lessons and other school activities (where allowed) and implement current policies with regard to these devices.
- *In lessons where internet use is pre-planned students / pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.*

Designated Safeguarding Lead

Should be trained in Online Safety issues and be aware of the potential for serious child protection / safeguarding issues to arise from:

- Sharing of personal data
- Access to illegal / inappropriate materials
- Inappropriate on-line contact with adults / strangers
- Potential or actual incidents of grooming





- Cyber-bullying

Online E-Safety Group

The Online Safety Group provides a consultative group that has wide representation from the *school* community, with responsibility for issues regarding online safety and the monitoring the Online Safety Policy including the impact of initiatives. The group will also be responsible for regular reporting to the *Governing Body through the attendance of a Governor member*.

Members of the Online Safety Group will assist the E-Safety Coordinator and Computing Subject Leader with:

- The production / review / monitoring of the school Online Safety Policy / documents.
- Reviewing the online safety curricular provision – ensuring relevance, breadth and progression
- Monitoring network / internet / incident logs
- Monitoring improvement actions identified through use of the 360 degree safe self-review tool

Parents / Carers

Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. The *school* will take every opportunity to help parents understand these issues through *parents' evenings, newsletters, letters and our school website*. Parents and carers will be encouraged to support the *school* in promoting good online safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the website
- their children's personal devices in the school

Aims

Usually, the resources used by pupils in school are carefully chosen by the teacher and determined by curriculum policies. Use of the Internet, by its nature, will provide access to information which has not been selected by the teacher. Whilst pupils will often be directed to sites which provide reviewed and evaluated sources, at times, they will be able to move beyond these, to sites unfamiliar to the teacher.





The problems and issues that have been highlighted by the media concern all schools. Whilst some of the media interest is hype, there is genuine cause for concern that children might access unsuitable material either accidentally or deliberately. At Finlay, we aim to help the children overcome the dangers of the internet with the discrete teaching of e-safety concepts and principles in class. Each class will deliver e-safety training as part of their Computing lessons during the year, either in isolation, as part of Pink Curriculum or as part of the children's thematic learning.

The purpose of this policy is to:

- Establish the ground rules we have in school for using the Internet.
- Describe how these fit into the wider context of our discipline and PSHCE policies.
- Demonstrate the methods used to protect the children from inappropriate sites such as those containing pornography, racist or politically extreme views and violence.

Finlay Community School believes that the benefits to pupils from access to the resources of the Internet far exceed the disadvantages. Ultimately, the responsibility for setting and conveying the standards that children are expected to follow, when using media and information resources, is one the school shares with parents and guardians. At Finlay, we feel that the best recipe for success lies in a combination of site-filtering, of supervision and by fostering a responsible attitude in our pupils in partnership with parents. We will be sending home termly internet safety newsletter to ensure parents have relevant and up to date information regarding E-safety. We also regularly send home information about any topical e-safety issues, offering advice for parents to follow should they feel it is beneficial. We also facilitate an ethos in school where parents can come in and see us to gain personal advice about e-safety issues, including how to apply parental controls on a range of devices, cyber-bullying and acceptable use of electronic devices.

Parents will be sent the rules which form our Internet Access Agreement (Attached to the end of this document). This can be seen as an extension to the Home School Agreement.

Finlay Community School has an active e-safety committee with wide representation within the school. The committee includes; Sasha Palmer (E-safety Coordinator and Computing Subject Leader) Michelle Bryce (Safeguarding Lead) Hannah Williams (Operational Head Teacher) Sue Stevens (Governor) and two children from the school council.





Using the Internet for Education

The benefits include:

- Access to a wide variety of educational resources including libraries, art galleries and museums.
- Rapid and cost effective world-wide communication.
- Gaining an understanding of people and cultures around the globe.
- Staff professional development through access to new curriculum materials, experts' knowledge and practice.
- Exchange of curriculum and administration data with LEA/DFEE.
- Social and leisure use.
- Greatly increased skills in Literacy, particularly in being able to read and appraise critically and then communicate what is important to others.

At Finlay School we teach pupils about the vast information resources available on the Internet, using it as a planned part of many lessons. All staff review and evaluate resources available on web sites appropriate to the age range and ability of the pupils being taught. As pupils gain experience, they are taught how to use searching techniques to locate specific information for them.

Pupils access to the internet

Finlay School uses South West Grid for Learning “filtered” Internet Service, which minimizes the chances of pupils encountering undesirable material. Finlay Community School will only allow children to use the Internet when there is a responsible adult present to supervise. However, it is unrealistic to suppose that the teachers’ attention will always be directed toward the computer screen. Members of staff are aware of the potential misuse, and are responsible for explaining to pupils, the high expectations we have of them. Due to the thorough e-safety teaching our children receive, they are able to deal responsibly with any content they deem inappropriate by following the correct protocol. This includes sharing information with teachers in school about e-safety concerns that have arisen at home.

Social Networking Sites

Social networking sites such as Facebook are blocked by our internet sites, meaning that within the school grounds children are unable to access them. While we understand that home internet





use is discretionary to parental supervision, children are advised to use age appropriate sites. Children are taught at Finlay that it is unadvisable to share personal information with strangers. For your information, the age limits for all social networking sites are 13 years old (except for WhatsApp, which has an age restriction of 16 years). There is to be no contact between staff and pupils via email or social networking sites. In a circumstance when contact is made by a pupil the member of staff should refuse, before informing a member of the SMT and the child's parent to explain why contact was refused but to also make them aware of the legal age for social networking sites.

Our School Facebook Page

At Finlay Community School, staff regularly use our school Facebook page to communicate information to parents. All parents can access the site, and must give permission for photographs of their child to be shared. Should any parent wish for their child's/children's photographs not to be shared, this is noted and all staff are aware of this to avoid it from happening. Staff do not communicate personally with parents on Facebook, and should only use the school Facebook page for professional communication only. Parents' comments are closely monitored and reviewed regularly to ensure they are appropriate.

Expectations of pupils

All pupils are expected to read and agree the Internet Agreement.

- At Finlay, we expect all pupils to be responsible for their own behavior on the Internet, just as they are anywhere else in school. This includes materials they choose to access and language they use.
- Pupils using the Internet are expected not to deliberately seek out offensive materials. Should any pupils encounter any such material accidentally, they are expected to report it immediately to a teacher, so that the Service Provider can block further access to the site.
- Pupils must ask permission before accessing the Internet and have a clear idea why they are using it.
- Pupils should not access other people's files unless permission has been given.
- Computers should only be used for schoolwork and homework unless permission has been granted otherwise.
- No program files may be downloaded to the computer from the Internet. This is to prevent corruption of data and avoid viruses.





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- No programs on disc, USB stick or CD Rom should be brought in from the home for use in school. This is for both legal and security reasons.
- No personal information such as phone numbers and addresses should be given out and no arrangements to meet someone made unless this is part of an approved school project.
- Pupils consistently choosing not to comply with these expectations will be warned and subsequently, may be denied access to Internet resources. They will also come under the general discipline procedures of the school which comprises an escalating set of measures including a letter to parents and withdrawal of privileges.

Signed by (SLT):

Date:

Date for review: 31st March 2019

