ICT and E-safety Policy

Policy for ICT at Redby Primary Academy

Rationale

This policy sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology (ICT). It will form the basis for the development of ICT in the school.

Information and Communication Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning; with pupils being able to make informed judgments about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future.

The National Curriculum requires ICT to be used in all subjects where appropriate. It has a cross curricular competence which is concerned with the acquisition, storage, manipulation, interpretation and telecommunication of information and involves creating, collecting, organising, storing, processing and presenting information for specific purposes by electronic means. We therefore ask that teachers give careful thought to planning ICT activities across the curriculum and regularly dedicate INSET time to training and planning for ICT.

Use of current and emerging technologies include:

- Internet websites
- Virtual Learning Environments
- Instant Messaging
- Email
- Blogs
- Podcasting
- Video Broadcasting
- Hand held devices with video functionality
- IPads
- Digital Cameras
- Programming

Aims

It is essential that children develop skills in this subject and we aim to provide a wide range of opportunities for them to experience innovative technology as early as possible in order for them to excel in an increasingly digital world.

Information and communication technology offers opportunities for pupils to:

- Enhance their learning through collaborative learning, discussion and group work.
- Develop a variety of ICT skills which allow them to harness the power of technology and use it both purposefully and appropriately.
- Develop their ICT capability and understand the importance of information and how to select and prepare it.
- Develop their skills in using hardware and software so as to enable them to manipulate information.
- Develop their ability to apply ICT capability and ICT to support their use of language and communication.
- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations
- Develop good Health and Safety attitudes and practice.

We therefore aim to raise achievement in ICT ensuring that children:

- Enjoy using ICT and tackle all applications with confidence and a sense of achievement.
- Develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant and worthwhile problems.
- Understand the capabilities and limitations of ICT and the implications and consequences of its use.
- Extend and enhance learning in all subject areas of the National Curriculum and beyond.
- Select and use ICT appropriate to the task.
- Recognise that ICT affects the way in which people live and work.
- Are educated in the safe use of the Internet.

This can be achieved by:

- Using the school website and text messaging service as an invaluable source of information for the school community including parents, pupils, teachers and governors. The site will be maintained by the ICT Technician.
- The employment of a full time technician to minimise technical problems and ensure that equipment is maintained.
- Raising teacher confidence through regular training in the use of new technology.

- Adopting the latest technology.
- Holding a variety of wrap around clubs, including Film, Radio and ICT club.

Foundation Stage

ICT is taught as an integral part of the creative curriculum and topic work. In the Foundation Stage children are required explore technology and become familiar with a keyboard and mouse. Children are introduced to age-related software which underpins the Early Learning Goals. Teachers ensure that children find out about and identify the uses of everyday technology and secondly that children use ICT to support their learning. ICT is regarded as a tool that can help develop a child's learning potential throughout all seven areas of learning within the Foundation Stage. Evidence is recorded through the use of photographs, video and comments and stored in the children's learning journeys.

Equal Opportunities

All pupils, regardless of race or gender, shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate.

We recognise ICT offers particular opportunities for pupils with special educational needs, gifted and talented children and children with English as an additional language.

- ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. The school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Positive images of computer use by people of both sexes will be promoted. The school recognises the advantages of the use of ICT by children with special educational needs, through the use of programs such as LEXIA.

Using ICT can:

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

Inclusion

ICT offers particular benefits to those children with special educational needs, providing a motivating learning medium. Many learners are motivated by computers and want to learn through them. ICT offers opportunities for information to be presented in a variety of ways which cater for many different learning styles and therefore is beneficial to pupils with a range of learning difficulties. There is a range of software and hardware which can enable children to overcome learning barriers supporting physical and sensory difficulties.

Staff should structure their teaching materials to match a learning difficulty. We endeavour to use education software which will address children's educational needs, such as the Lexia program. When choosing software and hardware, care is given to ensure that we provide for children with special educational needs and challenge children who are gifted in this subject.

Teaching and Learning Style

Individual units are used to form the basic medium term plans which are based on topic work. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify time markers, additional resource needs and to indicate whether optional activities have been undertaken. Once a unit has been completed, the planning sheet will be evaluated by the class teacher, to inform future planning.

Children who are Gifted and Talented in ICT may act as Digital Experts and use their skills to inform and help others, although they are also given challenging tasks.

Each classroom has a computer for the use of both teachers and children. The children have access to an ICT Suite with 20 PC's. There are 30 mobile laptops and 15 Applemacs for use across the curriculum, as well as 60 iPads.

As well as weekly ICT lessons children will use ICT to support their learning across the curriculum, developing their ICT skills while furthering their understanding of other curriculum subjects.

Assessment and Record Keeping

Regular records of children's progress are kept by the class teacher and moderated throughout the academic year by the subject leader. Each child, from Year One to Year Six has a digital folder in which they store their individual work. Individual children's capabilities are reported to parents each year in the end of year report.

In Foundation Stage, teacher observations are made and recorded in accordance with the Learning Journey document. Evidence may be kept in the form of photographs, video and comments.

Health and Safety

Health and safety is a significant issue in the use of ICT. All staff are responsible for ensuring the safe use of equipment and will consider the following:

- Attention must be given to cables, power supplies, safe positioning in classrooms, the space around equipment and the risk from damage.
- Pupils who handle computers themselves should be taught safe ways to plug in and turn on computers and to handle all hardware appropriately and safely.

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of pupils and staff the following guidelines must be adhered to:

- ✓ Pupils should not be allowed to switch on the power at the mains.
- ✓ Equipment should be situated away from water.
- ✓ Pupils should always be supervised when using electrical equipment.
- ✓ All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with County Council guidelines.
- ✓ Pupils should not be allowed to carry equipment.

The Signposts to Safety (Key Stages One and Two) BECTA document sets out the ways in which teachers can promote Health and Safety in the use of ICT.   With reference to this document,

children are made fully aware of the importance of health and safety and the Rules for ICT are shared with the children regularly. See Appendices for more information.

Safeguarding

Protecting people in the online world means thinking beyond the school environment. Increasingly pupils will have access to personal devices not covered by network protection and therefore we aim to educate all pupils of safeguarding issues. Harassment, grooming of another person using technology, breaching their right to privacy poses a serious threat to physical and emotional safety and may have legal consequences.

Our E-Safety policy (Appendix 2) aims to ensure that pupils are fully aware of the risks of online communication and are able to stay safe online, both in and out of school.

The Acceptable Use Policy sets out the responsibilities of staff and pupils in relation to these issues, as well as how they should deal with such issues.

Security and Confidentiality - Appendix 1 Rules for ICT

Safety and Internet use - See Appendix 2 E-safety Policy

Monitoring and review

The subject leader monitors the standard of children's work and the objectives achieved according to the National Curriculum each year. A summary is made which is reported to senior management and governors, detailing the strengths and weaknesses of the subject and areas for development as well as necessary training for staff.

The Subject Leader and Senior Management Team will monitor and facilitate the use of Information and Communication Technology in the following ways:

- o By updating the policy.
- o By ordering/updating resources.
- o By providing INSET so that all staff are confident in how to teach the subject and have sufficient subject knowledge to incorporate ICT across the curriculum.
- o To keep staff abreast of new developments.
- o By taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an information and communication technology capability and that progression is taking place.

- By supporting staff in developing pupils' capability.
- By attending appropriate courses to update knowledge of current developments, and by keeping links with the Advisory Team for Information and Communication Technology.
- By contributing to the School Improvement Plan on an annual basis.
- By management of the technician and communication of problems.
- Making ensuring all staff understand system for logging faults and use of the Internet/email.
- Monitoring the curriculum.
- Maintaining records of software licenses' and their deployment.

Appendix 1

Rules for Responsible Internet Use

- I will only access the system with my own login and password.

- I will not access other people's files.

- I will only use the computers for school work and homework.

- I will not bring any data into school.

- I will ask permission from a member of staff before using the Internet.

- I will not download files from the Internet.

- I will only e-mail people I know or my teacher has approved.

- The messages I send will be polite and sensible.

- I will not give my home address or telephone number or arrange to meet someone.

- I will tell a teacher immediately if I see anything I am not happy with or receive messages I do not like.

- I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my e-Safety.

- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community

Appendix 2

Redby Primary Academy

E-Safety Policy

E-safety encompasses the use of new technologies, Internet and electronic communications such as mobile phone, collaboration tools and personal publishing.

This policy operated in conjunction with other policies, including those for Bullying, Child Protection, Curriculum, Data Protection and Security and PHMSE.

- E-Safety depends on effective practice at a number of levels:
- Responsible use by all staff and students encouraged by education and made explicit through published policies.
- Sound implementation of E-Safety policy in both administration and curriculum, including a secure school network.
- Safe and secure broadband with filtering.
- A member of staff to implement and coordinate this policy.

Introduction

This policy establishes the use of the Internet and electronic communications at Redby Primary Academy. It highlights the importance of safe use of technology and enables children control their online experience through education and awareness. It sets out the methods used to protect children from inappropriate websites and how to conduct themselves when communicating with others online.

Any inappropriate actions will be reported to the named person responsible for e-safety (the head teacher).

Teaching and Learning

The Internet is an essential element to education, business and social interaction. Its use is an essential tool for staff and pupils alike and a statutory part of the primary curriculum. The school Internet access is filtered according to the age of the pupils and pupils are taught what is acceptable and given clear guidance on its use. Pupils are taught to be critically aware of the materials they read and are shown how to validate information before accepting its accuracy.

Managing Internet Access

The school's ICT systems and security is reviewed regularly and virus protection is also regularly reviewed.

E-mail

Pupils are always made aware of safety when using e-mail. Pupils are taught that they must not reveal personal detail or arrange to meet anyone. (See rules for responsible Internet use, distributed to all staff and discussed regularly with pupils.)

School Web Site

Contact details on the website are the school address, phone number and fax. Personal details of staff are not published. A designated member of staff within Monkwearmouth trust has overall editorial responsibility and ensures that content is accurate and appropriate. Photographs of pupils are selected carefully, so that individual pupils are not clearly identified and children's photographs are only displayed with parental permission. Pupils' full names do not appear on the website and children's work only appears with parental permission.

Social Networking and Personal Publishing

Access to social networking sites is blocked. We are aware, however, that many will access social networking sites at home and through the use of Think You Know materials, advise and discuss with children how they can create appropriate and responsible profiles.

Managing Filtering

If staff or pupils discover an unsuitable site it must be reported immediately to the head teacher.

Managing Videoconferencing

Videoconferencing is always supervised and uses the educational broadband network to ensure quality of service and security rather than the Internet.

Managing Emerging Technologies

Emerging technologies are examined for educational benefit and a risk assessment is carried out before use in school is allowed. Mobile phones are not used during lesson time or formal school time. (See separate Mobile Phone Policy).

All teachers have accessed the CEOP training and have used the materials in school.

Cyber-bullying

All staff regularly discuss the dangers of social networking sites and issues surrounding cyber bullying.

Protecting Personal Data

Personal data is recorded, processed, transferred and made available according to the Data Protection act 2008.

Assessing Risks

The school takes all reasonable precautions to ensure that users access only appropriate material by using Sunderland's filtering system. The school audits ICT provision on an annual basis to establish whether the e-safety policy is adequate and that its implementation is effective.

Handling E-Safety Complaints

Complaints of Internet misuse are dealt with by a senior member of staff. Any complaint about staff misuse is referred to the head teacher. Complaints of a child protection nature are dealt with in accordance with the school's child protection procedures. Pupils and parents are informed of the complaint procedure.

Communications

E-safety rules are posted in networked rooms and discussed with the pupils at the start of each academic year. All staff have copies of the schools E-safety policy and know its importance. They are also aware that Internet traffic can be traced to the individual user. Parent's attention is drawn to the school's policy in newsletters, the brochure and the school website.

Compliance with the Single Equality Legislation

We aim to;

- Promote equality of opportunity for all members of our school community regardless of gender, ethnicity and disability
- Ensure that all services and provision, teaching and learning experiences promote equality of opportunity between genders, ethnicity, disability and challenge stereotypes.

As a school we have prepared and published a Single Equality Scheme.

We will continue to;

- Gather and use information on how the school's policies deliver equality across the school and address the outcomes identified within the Public Sector Equality Duty.
- Assess the impact of current practice to ensure that neither sex is disadvantaged by school action, any particular ethnicity or by disability.
- Implement the actions identified in the Single Equality Scheme within other strategic documents, such as School Development Plan and inclusion policies.
- Ensure that all teaching and learning experiences comply with the Equality Act 2010.

This policy has been written with consideration of current legislation and will be reviewed again in July after further training to ensure that it is compliant with the new code of practice.

Supplementary Statement

Relating to Single Equality Legislation

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- Ensure that all teaching and learning experiences comply with the Equality

Policy Review

The policy for ICT will be reviewed annually.

S Bradley   February 2017