Caslon Primary Community School

ICT Policy, including Online Safety

May 2022

Purpose

This policy reflects the school's values in relation to the teaching and learning of ICT. ICT is an abbreviation for Information and Communications Technology. This policy will give guidance on planning, teaching and assessment.

Vision

Through a positive, safe, memorable, interactive and innovative curriculum and environment, we provide the opportunity and experiences for every child to reach their full potential. Our vision is to develop children with 21st century skills that will enable them to develop into confident, successful and independent lifelong learners.

Our vision is also for all teaching staff to become confident users of ICT in their everyday practise. Developing skills, knowledge and understanding will enable them to use appropriate ICT resources effectively as powerful tools for teaching, learning and enriching the pupil's education.

Introduction

The use of ICT is an integral part of the national curriculum and is a key skill for everyday life in modern society from an early age. At Caslon Primary Community School, we understand that using ICT across the curriculum and within lessons has the potential to transform and enrich pupils' learning experiences and environments. It can encourage and empower pupils, develop self-esteem, promote positive attitudes to learning and encourage creativity and independent learners. We believe that a computer acts as a further resource within classroom environments and can be essential in supporting children's learning. Technology, including computers and laptops, iPads, programmable robots, digital and video cameras and other digital technologies are seen to heighten pupil's interest and enjoyment in learning and are key tools to acquire, organise, store, manipulate, interpret, communicate and present information in a different way.

Competence in ICT is rapidly becoming a life skill that is of equal standing alongside basic literacy and numeracy. We recognise that ICT can significantly enhance the learning environment and enrich the educational experience of all the children in our care – for children of all abilities. Used effectively, ICT can support in creating the foundations for lifelong learning and personal development.

The purpose of this policy is to state how the school intends to make this provision.

Aims

At Caslon Primary Community School, our aims are:

- Pupils to have a positive experience of ICT; that they appreciate and understand its relevance in our society and that it as an essential tool for learning, communication and finding information
- ICT be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, creativity, reasoning and investigative skills
- Pupils to become independent and collaborative users of ICT, acquiring confidence and enjoyment through using and completing ICT tasks and in supporting their learning.
- To develop a whole school approach to ICT and computing ensuring there is continuity and progression in all parts of the ICT National Curriculum and the Early Years Framework
- ICT to be used as a tool in supporting teaching and learning across the curriculum
- To ensure that ICT is used to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities

Objectives

In order to achieve the aims mentioned above, it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups and the systematic progression through Foundation Stage, Key Stage 1 & Key Stage 2
- the National Curriculum programmes of study are given appropriate coverage in every year group
- all children have access to a range of ICT resources
- ICT experiences are focused to enhance learning
- cross curricular links are exploited where appropriate
- children's experiences are monitored and evaluated
- resources are used to their full extent to support learning opportunities

- resources and equipment are kept up to date as much as possible
- staff skills and knowledge are kept up to date – CPD and training is given for staff that are unsure of specific areas

Curriculum Statement for Computing

Intent

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds. By the time they leave Caslon Primary Community School, children will have gained key knowledge and skills in the three main areas of the computing curriculum:

- computer science (programming and understanding how digital systems work)
- information technology (using computer systems to store, retrieve and send information)
- digital literacy (evaluating digital content and using technology safely and respectfully)

The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Implementation

At Caslon, computing is taught using blocked half termly units and developed on as pupils move up through the school. This ensures children can develop depth in their knowledge and skills over the duration of each of their computing topics. Pupils have at least one computing lesson a week which pupil use their chromebook. Teachers use 'Purple Mash' as a cohesive computing scheme of work from Year One upwards as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics.
All children have their own chromebook, which they take personal responsibility for. This was to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. These are used both within computing lessons and as ICT during other curriculum lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught. Furthermore, it helps enthuse and equip children with the capability to use technology throughout their lives. We believe that this transperence of skills can aid in teaching pupils the strategies and knowledge necessary to enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. Pupils will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in depth, with more complex skills being taught, thus ensuring that learning is built upon throughout foundation stage (early years), key stage 1 and key stage 2.

All Computing lessons should begin with the children acknowledging the on-line safety rules which are adhered to across the school community.

In the Early Years the approach is through cross-curricular learning with an emphasis on hands on experiences and is assessed through the Understanding the World Early Learning Goal. Teaching is through context-based and role play experiences using many resources such as iPads and programmable toys. Early Years can also use Mini Mash (part of Purple Mash) which focuses on real world experiences for learning and communication.

Key Stage 1 are taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2 are taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world- wide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Impact

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The quality of children's learning is evident on Purple Mash, where their work for the lesson is automatically saved into the pupils' individual folders, Seesaw, a digital platform where pupils can share and evaluate their own work as well as that of their peers and on dojo where work can be shared and celebrated with parents. Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools, programming and critical thinking, computing at Caslon gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stages of their lives.

Teaching and Learning

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to deliver appropriate activities and assist the subject lead in the monitoring and recording of pupil progress in Computing. Teachers are expected to follow the outline of the Purple Mash units of work, however they are encouraged to further adapt the use of ICT to the rest of the curriculum as well as to the needs of the class. Teacher's planning should be differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with average expectations and those working above average expectations for children of their age. A wide range of styles are employed to ensure all pupils are sufficiently challenged for example pupils may be required to work individually, in pairs or in small groups according to the nature or activity of the task.

Adult use of ICT

Teachers' own use of ICT in lessons is also an essential part of preparing engaging, fast moving, motivating lessons for pupils. Teachers are expected to use their laptop and Interactive Whiteboard within the classroom, to use as a teaching resource across all aspects of the curriculum to ensure delivery of engaging lessons and learning for pupils. Each teacher is given a laptop and iPad to use to complete their work on; iPads can be used within the lesson to continuously engage pupils and take photos of active learning to be put onto Seesaw. Teaching Assistants are also given iPads to aid in interventions and to record any learning that takes place. Interactive Whiteboards are also used in every classroom.

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and /or 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. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

Assessment

Formative assessment should occur on a lesson by lesson basis based on the lesson objectives and outcomes in the Scheme of Work. These are conducted informally by the class teacher and are used to inform future planning.

There are numerous parts of formative assessment used:

Self-assessment

In line with the National Curriculum, pupils are taught to debug their own programs, use logical reasoning to explain simple algorithms (including their own), and detect and correct errors in both algorithms and programs.

Peer-assessment

The ideas of self-assessment suggested above translate naturally into peer assessment, with pupils working with a partner to review, and help correct, algorithms and programs, or provide critical, constructive feedback on digital content.

Open questioning

Pupils' knowledge of the concepts covered by the programme of study may not be immediately apparent in the work they produce. The use of open questioning is one way in which teachers can both assess and develop their grasp of concepts.

Discussion with peers

Encouraging pupils to use similar open questions can be effective in allowing them to focus on what they've learned, rather than only on what they've done. Moving some of this discussion online, and perhaps involving pupils in other schools or countries, would be one powerful way to illustrate the opportunities offered by computer networks for communication and collaboration.

Target setting

Project management skills such as planning, organising, motivating others and allocating resources, are of great importance in real-world projects, and they can be widely applied in education.

Purple Mash

Children's work is automatically stored onto their individual folder on Purple Mash to be accessed by the teacher at any point. The teacher can also set 'To-dos' for each lesson and mark work weekly, giving online feedback each week and then sending it back for the child to look at. They are able to see if they completed the objective or if they need to have another go with extra support. This allows pupils to take an active and independent role in their learning.

Seesaw

Children's work can be stored on Seesaw, our online journal such as videos, tasks set, pictures that is cross-curricular.

Planning

Caslon uses 'Purple Mash' together with NCCE lessons as a cohesive scheme for computing. This scheme supports clear progression of skills from Years 1 to 6, with early years using Mini Mash, which prepares them for the work that will be covered in the following years. The Computing scheme supports teachers of all levels of experience as it provides software demos and detailed step by step planning. Throughout the scheme, E-Safety is embedded to ensure the safe and responsible use of technology. All of the medium-term plans and lesson plans can be accessed via the shared drive and they can also be accessed on the Purple Mash website. When looking at the lesson plans, teachers can edit and adapt to individual pupils needs such as SEND

before the lesson such as editing an online resource and giving groups of children different levels of individualised support such as on-screen instructions or key words to help.

Resources

- All children have a provided chromebook which they take personal responsibility for
- We have a set of 10 iPads which can be signed out.. These are also updated regularly so pupils have access to up-to-date technology and apps
- Each teacher has an iPad for assessment purposes
- Each teacher has their own laptop given to them by Caslon for resourcing, planning, preparation and delivering lessons every day. These are connected to the school network and have access to the shared drive
- Each Teaching Assistant has an iPad for interventions and for assessment purposes
- There are two printers and photocopiers in school which are networked to each laptop.
- Each classroom has an interactive board linked to the teacher laptop
- Other Resources to support the curriculum include: Beebots; Digital Cameras; Headphones (one set of 30); Seesaw and Google Classroom

EYFS

EYFS are given an introduction to computing at an early stage. They are given the opportunity to explore Purple Mash's Mini Mash units of work found on the iPads. These units focus on ICT scenarios based on experience in the real world, such as in roleplay. Pupils also gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys. Outdoor exploration is an important aspect and can be supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets.

KS1 and KS2

At Caslon Primary Community School, children in both key stages are taught about the benefits of the knowledge and skills they are learning, as well as their application in real life contexts and professions.

Key Stage 1 Subject Knowledge

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. An algorithm is a precisely defined procedure – a sequence of instructions, or a set of rules, for performing a specific task (e.g. instructions for changing a wheel or making a sandwich). While all correct algorithms should produce the right answer, some algorithms are more efficient than others. Computer scientists are interested in finding better algorithms, partly out of intellectual curiosity, and partly because improvements in algorithms can result in massive savings in terms of both cost and time.

Use logical reasoning to predict the behaviour of simple programs. Computers are deterministic machines. We can predict exactly how they'll behave through repeated experience or by developing an internal model of how a piece of software works. Stepping through the program can give a clear sense of what it does, and how it does it, giving a feel for the algorithm that's been implemented. In the classroom, getting one pupil to role-play a floor turtle or screen sprite while another steps through the program can give a far more immediate sense of what's going on. When working with a computer, encourage pupils to make a prediction about what the program will do before they press return or click the button, and to explain their prediction logically; this is part of computer science. Logical reasoning also implies that pupils are following a set of rules when making predictions. Pupils who step outside the boundaries of these rules are not using logical reasoning. A pupil who expects a roamer to jump doesn't understand the constraints of its programming language or hardware.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Creating digital content has many practical possibilities. These include commonplace tasks such as word-processing, creating pictures using paint packages, working with digital photographs and video

(including animations), writing computer programs, and creating online content such as blog posts. This creative work is digitised (i.e. converted to numbers) once it's on the computer. The sheer quantity of digital information makes the skill of organising digital content more important than ever. In more practical terms, we might think of how to bring together different digital media, how to order a series of paragraphs or how to tag photos and posts online. Storing digital content is perhaps something we take for granted. Knowing where a file is saved in the directory structure is important. It's vital to be able to distinguish between the hard disk (or solid state storage) inside the computer itself, the school's network server, USB disks or memory cards, and online storage via the internet. Manipulating digital content is likely to involve using one or more application programs, such as word-processors, presentation software, or image-, audio- or video-editing packages.

The pupil makes changes to the digital content, which might include combining content from multiple sources. The skill here is not just using the software tools, but also knowing how best to change the content for the audience and purpose, and to take into account principles of good design. Retrieving digital content could be seen as the reverse of storing: the skills of opening and saving documents are similar. Retrieving content requires you to know what you called the file, what file type it is, and where you stored it.

Recognise common uses of information technology beyond school. There are many opportunities for pupils to consider the applications of algorithms, programs and systems.

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies This statement covers the key principles of pupils' e-safety. Pupils should be aware of the main risks associated with the internet and recognise that they should not share certain types of personal information online. Pupils must have a clear understanding of what to do if they have concerns about inappropriate online behaviour (such as unwelcome contact or cyberbullying). Telling a teacher or parent should normally be the first response, but pupils should also know that they can talk directly and confidentially to Childline about such matters.

As well as the emphasis on this aspect in lessons, the school also celebrates the annual national 'Safer Internet Day' and an Internet Safety Week. This includes an assembly about e-safety and communications to parents in line with national guidance on safer internet use at home.

Key Stage 2 Subject Knowledge

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. The focus on algorithms at key stage 1 leads pupils into the design stage of programming at key stage 2. Algorithms are the necessary start of the process of creating working code, and identifying the steps needed to solve any problem is essential. Splitting problems into smaller parts is part of computational thinking.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Sequence in this context is the step-by-step nature of computer programs, mirroring the sequence of steps the algorithm would list. Selection refers to instructions such as if … then … otherwise decisions in which the operation (what the program does) depends on whether or not certain conditions are met. For example, a quiz provides different feedback if the player answers the question correctly or incorrectly. It is helpful to refer pupils to selections (choices) they make in everyday life; for example, if it rains in the morning, then I will wear my anorak to school, otherwise I won't. Repetition is a programming structure such as a repeat … until loop in which the computer runs part of the program a certain number of times or until a particular condition is met. Variables are used to keep track of the things that can change while a program is running. They are a bit like x or y in algebra, in that the values may not initially be known.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Key stage 2 pupils should be able to explain the thinking behind their algorithms, talking through the steps and explaining why they've solved a problem the way they have. They also need to be able to look at a simple programming project and explain what's going on. Pupils might also be expected to look at someone else's algorithm and explain how it does what it does.

Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Computer networks, including the internet, are made up of computers connected together. The computers include fast, dedicated machines that pass on data that's not intended for them (called 'routers', 'gateways', 'hubs' or 'switches', depending on particular roles), and 'servers' (always-on machines looking after emails, web pages and files that other computers might ask for from time to time). The connections between the computers in a network may consist of radio or satellite signals, copper wires or fibre-optic cables.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Using search technologies involves aspects of computer science, information technology and digital literacy. Effective use of search engines gets the results you want. It relies on specifying the right keyword, skimming and scanning the results to see which seems most relevant, and distinguishing between the main results and adverts presented as sponsored results. It may also involve using other features of the search engine, including searching for phrases rather than keywords, or limiting searches to a particular time frame, language, reading level or website.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. This brings together various aspects of the computing curriculum. Pupils might typically be expected to demonstrate progression by:

1. using software under the control of the teacher
2. then, using software with increasing independence
3. then, combining software (e.g. importing an edited image or video into a presentation or web page)
4. then, selecting software themselves (perhaps from the full range of applications installed on computers, smartphones and tablets at home or at school, or available to them via the web).

Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Safe and responsible use of technology at key stage 2 builds on skills learned in key stage 1. As well as requiring pupils to keep themselves safe and to treat others with respect, the programme of study at key stage 2 introduces an emphasis on responsible use of technology.

Pupils need to consider how their online actions impact other people. They need to be aware of their legal and ethical responsibilities, such as showing respect for intellectual property rights (e.g. musical, literary and artistic works), keeping passwords and personal data secure, and observing the terms and conditions for web services they use (such as the 13+ age restriction on most websites, including Facebook, resulting from COPPA10 legislation). Pupils should also develop some awareness of their digital footprint: the data automatically generated when they use the internet and other communication services, and how this is, or could be, used.

As well as the emphasis on this aspect in lessons, the school also celebrates the annual national 'Safer Internet Day' and has an Internet Safety Week. This includes an assembly about e-safety and communications to parents in line with national guidance on safer internet use at home.

Equal Opportunities

Caslon Primary Community School 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 SEND children and children who are working at greater depth are made available to support and challenge appropriately.

Inclusion

Work in Computing is frequently individual, group or paired work using the chromebooks or a more practical activity using the Beebots or iPads. All children have the right to access the computing curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the computing curriculum for some pupils.

We teach computing to all children, whatever their ability. Computing forms part of the national curriculum to provide a broad and balanced education for all children. Through the teaching of computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate, computing can be used to support SEN children on a one to one basis where children receive additional support. Additionally, as part of our approach to teaching and learning, we will use adapted resources wherever possible such as visual timetables, different coloured backgrounds, screen printouts and Seesaw resources.

Elements of the RSE curriculum related to online behaviours and choices will be taught through the school's Computing programme.

These will include:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

After School Clubs

To foster a love of ICT and to build further on the skills taught within lessons, at Caslon we offer ICT based after school clubs for children of all age groups. This enables pupils to carry on building knowledge from interactive and innovative lessons and get extra support on the ICT topics that they enjoyed.

Role of the Subject Leader

The ICT coordinator will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the coordinator. Teachers will be encouraged to use ICT and computing to produce plans, reports, communications and teaching resources.

Individual tutorials are available for the different software needed to deliver the curriculum. The co-ordinator will provide on-going staff training to ensure teachers are confident in delivering the curriculum in a range of contexts using ICT.

The computing coordinator will support staff to overcome technical issues with computing technology at the school. They will also liaise and access support from the technical support desk at Caslon Primary Community School, as and when required.

The ICT Co-ordinator also needs to oversee the planning and delivery of ICT within the school. The ICT co-ordinator is responsible for:

- raising standards in ICT as a national curriculum subject
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the ICT curriculum and reporting to the headteacher on the current status of the subject
- be responsible for the updating of relevant ICT policies, action plans and Internet guidelines
- review ICT annually as part of the school's development plan
- be aware of the ICT provision which exists within the school
- to manage resources which are required to implement this policy
- keep up-to-date with current developments regarding ICT and advise staff appropriately

Staff development

Staff should be aware of the need to develop awareness of how ICT can be used as an integral part of the processes and the management of teaching and learning, to enhance and enrich education and to add to its enjoyment. Staff should be provided with the opportunities to become involved in INSET to develop their own awareness of how ICT can improve their own professional development and ultimately their effectiveness as a classroom teacher.

Staff training should be available in the form of:

- Staff Development Days and INSET Days - Staff to be released from the classroom to attend In-Service courses
- Directed Time: Planning should make time available during 'Directed Time' to train teachers and keep them up to date with the rapidly changing face of ICT

Role of the Classroom Teacher

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

Teachers have a responsibility to:

- integrate ICT into curriculum planning, classroom teaching and assessment procedures
- ensure that any ICT resources used by pupils are appropriate to curriculum needs and the learning needs of the pupils
- ensure that pupils are informed of e-Safety procedures in line the with school's e-Safety policy.

Role of the Parents

Parental involvement is highly encouraged.

The role of a parent is to:

- be aware of that ICT is a cross-curricular skill and delivered to enhance the learning and teaching taking place within the school
- foster a responsible attitude in their children, with respect to the use of the Internet and digital technologies (Refer to e-Safety Policy).

Role of the Pupils

The role of pupils is to:

- use ICT to enhance their learning within the context of the National Curriculum
- be aware of the ICT provision which exists within the school
- use the skills and knowledge they are taught to ensure they are safe when online; (Refer to e-Safety Policy).

Internet Safety

E-Safety Internet access is planned to enrich and extend learning activities. Caslon has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An E-Safety Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. Although the school offers a safe online environment through filtered internet access, we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

E Safety and Internet Usage Policy May 2022

E Safety and Internet Usage E safety encompasses internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children about the benefits and risks of using new technology and provides safeguards and awareness for users to enable them to control their online experiences.

The school's E safety policy will operate in conjunction with other policies including those for Email Security and Etiquette Guidance, Behaviour, Anti-Bullying, Safeguarding, Child Protection, Mobile Phone, Data Protection, Image Consent form and Security.

Why Is Internet Use Important?

The purpose of internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and administration systems.

Internet use is part of the statutory curriculum and a necessary tool for learning. It is an essential element in 21st century life for education, business and social interaction. Access to the internet is therefore an entitlement for pupils who show a responsible and mature approach to its use and Caslon has a duty to provide pupils with quality internet access.

Many pupils will access the internet outside school and will need to learn how to evaluate online information and to take care of their own safety and security.

How Does Internet Use Benefit Education?

Benefits of using the internet in education include

- access to world-wide educational resources including museums, libraries and art galleries
- rapid and cost effective worldwide communication
- inclusion in the National Education Network which connects all UK schools
- educational and cultural exchanges between pupils worldwide
- access to experts in many fields for pupils and staff
- professional development for staff through access to national developments, educational materials and effective curriculum practice
- collaboration across support services and professional associations
- improved access to technical support including: remote management of networks and automatic system updates and exchange of curriculum and administration data with the Local Authority
- access to learning wherever and whenever convenient
- greatly increased skills in Literacy Caslon Primary Community School

How Can Internet Use Enhance Learning?

The school internet access is designed expressly for pupil use and includes filtering appropriate to the age of our pupils. Children will be taught what internet use is acceptable and what is not and given clear objectives for internet use. Internet access will be planned to enrich and extend learning activities and Staff will guide pupils in online activities that will support learning outcomes planned for the pupils' age and maturity. Pupils will also be educated in the effective use of the internet in research, including the skills of knowledge location, retrieval and evaluation.

Good Habits

E safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education and made explicit through published policies
- Sound implementation of E-safety policy in both administration and curriculum, including secure school network design and use
- Safe and secure broadband from the provider including the effective management of content filtering
- National Education Network standards and specifications – teaching about e safety

Dangers to Consider

Some of the dangers children may face include

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to/loss of/sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet
- The sharing/distribution of personal images without an individual's consent or knowledge

- Inappropriate communication/contact with others, including strangers
- Cyberbullying
- Access to unsuitable video/internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

We must demonstrate that we provide the necessary safeguards to help ensure that we have done everything that could reasonably be expected of us to manage and reduce these risks. The E safety policy that follows explains how we intend to do this.

Internet Access and Responsibility

- Parents are informed that pupils will be provided with supervised internet access
- If staff or pupils discover unsuitable sites, the URL, time and content must be reported to the E safety coordinator and network manager who will investigate and take appropriate action, liaising with broadband provider if necessary
- School will ensure that the use of internet derived materials by pupils and staff complies with copyright law
- Pupils should be taught to be critically aware of the materials they are shown and how to validate information before accepting its accuracy

Email and Online Collaboration

- Pupils may only use approved email accounts on the school system
- Pupils must immediately tell a teacher if they receive offensive messages
- Pupils must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission
- Pupils may must not access others pupil's accounts or files
- Whole class or group email addresses should be used in school
- Pupils must be responsible for their own behaviour on the internet, just as they are anywhere else in the school. This includes the materials they choose to access, and the language they use.
- Pupils must not 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 school can block further access to the site.
- Pupils are expected not to use any rude or offensive language in their email communications and contact only people they know or those the teacher has approved. They will be taught the rules of etiquette for email and will be expected to follow them.
- Pupils must ask permission before accessing the internet and have a clear idea of why they are using it.
- Computers and school laptops should only be used for schoolwork and homework unless permission has been given otherwise.
- No program files may be downloaded from the internet to the computer, to prevent corruption of data and to avoid viruses
- Pupils must not bring in USBs from home for use in school without permission. This is for both legal and security reasons. USBs should be virus scanned before use.
- Access in school to external personal email accounts may be blocked
- The forwarding of chain letters is not permitted

Social Networking

- At Caslon, we block/filter access to social networking sites and newsgroups unless a specific use is approved

- Pupils are advised never to give out personal details of any kind which may identify them or their location
- Pupils are advised not to place personal photos on any social network space
- Pupils are advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications.
- Pupils are encouraged to invite known friends only and deny access to others
- Pupils and parents are made aware that some social networks are not appropriate for children of primary school age and the legal age to hold accounts on many such as YouTube or Instagram is 13 years old

Filtering

The school will work in partnership with Internet Service Provider to ensure filtering systems are as effective as possible.

Managing Emerging Technologies

Emerging technologies will be examined for educational benefit and their risks assessed

Mobile phones will not be used for personal use during lessons or formal school time on the school site. They must be turned off and sent to the reception office as soon as the children arrive and cannot be collected until the end of the school day

The sending of abusive or inappropriate text messages or photos (sexting) is forbidden

Published Content and the School Website

The contact details on the web site should be the school address, email and telephone number. Staff or pupils personal information will not be published

The head teacher or nominee will take overall editorial responsibility and ensure that content is accurate and appropriate

Information System Security

- School ICT systems capacity and security will be reviewed regularly
- Virus protection will be installed and updated regularly
- Security strategies will be discussed with our technical support team and broadband provider if necessary

Protecting Personal Data

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998. Please see our Data Protection policy.

Assessing Risks

The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of internet access. We will audit ICT use to establish if the E safety policy is adequate and that the implementation of the E safety policy is appropriate

Handling E safety Complaints

- Complaints of internet misuse will be dealt with by a senior member of staff
- Any complaint about staff misuse must be referred to the head teacher; These will be logged and dealt with as deemed appropriate by the head teacher
- Complaints of a child protection nature must be dealt with in accordance with school child protection and safeguarding procedures
- Pupils will be informed that internet use will be monitored
- Pupils will be reminded of E safety rules regularly – especially when using the internet Staff
- All staff will be given the E safety Policy and its importance explained to them
- Staff should be aware that internet traffic can be monitored and traced to the individual user.
- Discretion and professional conduct is essential

When using email the school considers the following as good practice:

- The official school email service may be regarded as safe and secure and is monitored
- Users must immediately report, to the nominated person – in accordance with the school policy, the receipt of any email or electronic message that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email
- Any digital communication between staff and parents must be professional in tone and content
- Students should be taught about email safety issues, such as the risks attached to the use of personal details. They should also be taught strategies to deal with inappropriate emails and be reminded of the need to write emails clearly and correctly and not include any unsuitable or abusive material
- Personal information should not be posted on the school website and only official email addresses should be used to identify members of staff.

Use of Communication and Information Technology In School

A wide range of rapidly developing communications technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies for education outweighs their risks / disadvantages:

Communication Technologies	Staff			Pupils			
	Allowed	Allowed At Certain Times	Not Allowed	Allowed	Allowed At Certain Times	Allowed With Staff	Not Allowed
Mobile phones may be brought into school	✓				✓		
Use of mobile phones in lessons			✓				✓
Use of mobile phones in social time	✓						✓
Taking photos on mobile phones			✓				✓
Use of school devices e.g. iPads	✓					✓	
Use of personal email addresses in school	✓						✓

Use of instant messaging			✓		✓		
Use of social media sites			✓				✓
Use of blogs			✓		✓		
Use of secure learning platforms to collaborate	✓			✓			

Example of Staff ICT user agreement

This covers the use of all digital technologies while in school for example: email, internet, intranet, network resources, learning platform, software, communication tools, social networking tools, school website, apps and other relevant digital systems provided by the school or Local Authority, or other information or systems processors.

This ICT user agreement also covers school issued equipment when used outside of school, use of online systems provided by the school such as VPN or webmail, or other systems providers when accessed from outside school.

This ICT user agreement also covers posts made on any non-school official social media platform or app, made from outside the school premises or school hours which reference the school or which might bring staff members or governors professional status into disrepute.

School employees, governors, and third party staff using school systems must comply with the requirements below. Failure to do so could possibly mean disciplinary procedures. Please note that school systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. Your behaviour online when in school and on all school devices whether in school or otherwise may be subject to monitoring.

- I will only use the school's ICT resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body in the line of my employment.
- I will set strong passwords, following advice provided by the school. I will change it frequently

- I will not reveal my password(s) to anyone
- I will not allow unauthorised individuals to access email / internet / intranet / network / social networks / mobile apps / or any other system I have access to via the school or other authority or processing system
- I will ensure all documents, data, etc. are printed, saved, accessed and deleted / shredded in accordance with the school's network and data security protocols, and retention policy
- I will not engage in any online activity that may compromise my professional responsibilities
- I will only use the schools approved email system(s) for any school business
- I will only use the approved method/s of communicating with pupils or parents and will only communicate with them in a professional manner and on appropriate school business
- I will not support or promote extremist organisations, messages or individuals
- I will not browse, download or send material that is considered offensive or of an extremist nature by the school
- I will report any accidental access to, or receipt of inappropriate materials, or filtering breach or equipment failure to the Head
- I will not download any software or resources from the internet that can compromise the network or might allow me to bypass the filtering and security system or are not adequately licensed. I will seek advice from the School Office
- I will check copyright and not publish or distribute any work including images, music and videos, that is protected by copyright without seeking the author's permission
- I will not connect any device (including USB flash drive), to the network that does not have up-to-date anti-virus software, and I will keep any 'loaned' equipment up-to-date, using the school's recommended anti-virus and other malware systems
- I will follow the school's policy on use of mobile phones/devices at school
- I will only use school approved equipment for any storage, editing or transfer of digital images/videos and ensure I only save photographs and videos of children and staff on the appropriate system or staff-only drive within school
- I will only I take or publish images of staff and students with their permission and in accordance the school's consent guidelines. Images published on the school website, online learning environment etc. will not identify students by name, or other personal information and pupil photos must have parental permission
- I will use the school's Learning Platform in accordance with school protocols
- I will ensure that any private social networking sites / blogs, etc. that I create or actively contribute to are not confused with my professional role and will create a distinction between the two
- I will ensure, where used, I know how to use any social networking sites / tools securely, so as not to compromise my professional role
- I agree and accept that any computer or laptop or memory stick loaned to me by the school, is provided solely to support my professional responsibilities and that I will notify the school of any "significant personal use" as defined by HM Revenue & Customs
- I will only access school resources remotely (such as from home) using the school approved system and follow e-security protocols to interact with them
- I will ensure any confidential data that I wish to transport from one location to another is protected by encryption and that I follow school data security protocols when using any such data at any location
- I understand that data protection policy requires that any information seen by me with regard to staff or pupil information, held within the school's information management system, will be kept private and confidential, EXCEPT when it is deemed necessary that I am required by law to disclose such information to an appropriate authority
- I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour of other staff or pupils, which I believe may be inappropriate or concerning in any way, to the relevant Senior Member of Staff / Designated Safeguarding Lead
- I understand that all internet and network traffic / usage can be logged and this information can be made available to the Head / Safeguarding Lead on their request
- I understand that I have a responsibility to uphold the standing of the teaching profession and of the school, and that my digital behaviour can influence this
- I will embed the school's online safety / digital literacy / counter extremism curriculum into my teaching.

Agreement Form

User Signature

I agree to abide by all the points above. I understand that I have a responsibility for my own and others' e-safeguarding and I undertake to be a 'safe and responsible ICT user'. I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent online safety / safeguarding policies. I understand that failure to comply with this agreement could lead to disciplinary action.

Signature .....

Date.....

Full Name ..... (printed)

Job title / Role .....

E Safety Agreement for KS1

- I will only use the internet or computer when a teacher or adult is with me
- I will only use my own login and password and I will not tell anyone else what it is
- I will not look at or delete other people's files
- I will not bring in memory sticks from home without permission
- If I see anything that upsets me, I will tell an adult
- I will not give out any details about me – like my name or address
- I know school will check my computer and be able to see what I am doing and what sites I have visited
- If I break these rules, I know I may be stopped from using the internet and/or computers

E Safety Agreement for KS2

- I will use the school computers and technology sensibly
- I will ask permission from an adult before I look at the internet
- I will only log on using my own username and password which I will keep confidential
- I will only look at my own work and not delete anyone else's files
- I will not bring in a USBs from home without permission
- I will only email people I know
- I will always be polite and use appropriate language when emailing or sending messages on the computer
- I will not give out my personal information or arrange to meet anyone
- If I think anything on the internet upsets me or a stranger sends me a message, I will tell an adult
- I know school will check my computer and be able to see what I am doing and what sites I have visited
- If I break these rules, I know I may be stopped from using the internet and/or computers

Letter sent home to all pupils and their parents of KS1

Dear Parents,

In school we have access to the internet. This is a powerful tool which opens up new opportunities for everyone and promotes effective learning. At Caslon we are aware that young people should always have an entitlement to safe internet access. However, school and parents have a duty of care to protect children and ensure that internet use is responsible and safe.

We strongly recommend that children do not use social network sites such as Facebook, Instagram, Snapchat or have YouTube accounts at home. These carry an age-restriction of 13 years old and pose a risk to children. Social networks have no place in our school and so school staff should not be approached by pupils or parents online or invited to join.

Your child has read the following E Safety Agreement in class with their teacher. Once they have fully understood them all, your child has signed their name to agree to stick by them. Please read them again at home with your child to show your support of the school in this important aspect of our work.

Thank you

- I will only use the internet or computer when a teacher or adult is with me
- I will only use my own login and password and I will not tell anyone else what it is
- I will not look at or delete other people's files
- I will not bring in memory sticks from home without permission
- If I see anything that upsets me, I will tell an adult
- I will not give out any details about me – like my name or address
- I know school will check my computer and be able to see what I am doing and what sites I have visited
- If I break these rules, I know I may be stopped from using the internet and/or computers

Letter sent home to all pupils and their parents of KS2

Dear Parents,

In school we have access to the internet. This is a powerful tool which opens up new opportunities for everyone and promotes effective learning. At Caslon we are aware that young people should always have an entitlement to safe internet access. However, school and parents have a duty of care to protect children and ensure that internet use is responsible and safe.

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- If I break these rules, I know I may be stopped from using the internet and/or computers