



Poringland Primary School and Nursery

# **Computing and E-Safety Policy**

Date of Policy: July 2021

Date of Review: July 2024

Staff responsible: Computing Lead

## Computing Policy

<b>Name of school:</b>	Poringland Primary School and Nursery
<b>Date of Policy:</b>	Spring 2021
<b>Next Review:</b>	Spring 2024
<b>Members of staff Responsible:</b>	Computing Subject Lead

### Related Policies:

- Safeguarding Policy and Child Protection
- School Website Policy
- Anti-bullying Policy
- Data Protection Policy
- Behaviour Policy
- RSE and Health Education Policy
- PSHE and Citizenship Policy
- Acceptable Use Policy
- Social Media Policy

### Why do we teach Computing?

The computer is incredibly fast, accurate and stupid. Man is unbelievably slow, inaccurate and brilliant.

The marriage of the two is a force beyond *calculation*.

Leo Cherne

Computing expands horizons by shrinking worlds.

David Brown, Chairman, Motorola Ltd

Computing encompasses every part of modern life and it is important that our pupils are taught how to use these tools and more importantly, how to use them safely. We believe that it is important for pupils to use these tools to prepare them for an ever-changing and rapidly developing world.

### The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

- are responsible, competent, confident and creative users of information and communication technology

## **Our aims when teaching Computing**

Our aims:

- encourage pupils to have a sense of wonder, fascination and curiosity with the possibilities that technology presents and to use it safely, following our e-safety rules
- that every pupil receives equal opportunities to develop their Computing knowledge, skills and understanding
- that every pupil is challenged and extended to their full potential
- that pupils be equipped with the skills necessary to use technology to become independent learners
- the teaching style that we adopt is as active and practical as possible

## **Teaching and learning style**

We recognise that all classes have pupils with widely differing Computing abilities. This is especially when we consider that although the vast majority of pupils have access to computing equipment at home, some others do not. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the pupil. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all pupils complete all tasks)
- grouping pupils by ability in the room and setting different tasks for each ability group
- providing resources of different complexity that are matched to the ability of the pupil

To ensure pupils receive a broad and balanced Computing experience each of the three strands of Computing: Digital Literacy, Computing Science and Information Technology will be addressed in each year group. This will involve some **discrete** Computing teaching but will also involve embedding the themes within **cross-curricular** teaching / learning. For example, pupils' multimedia presentations could focus on a class history topic.

## **How is Computing used to support curriculum subjects?**

While teachers use the Purple Mash schemes of work to help them to deliver the three strands of Computing, teachers also seek to maximize opportunities to embed Computing within the curriculum. Embedded Computing enables not only the teacher to use the technology as a teacher tool, but also for pupils to use Computing as a vehicle for their own learning. However, the use of Computing to support

subject teaching is not a substitute for discrete Computing teaching. Teachers ensure that at all times they cover the National Curriculum Computing Programs of Study.

### **Early Years Foundation Stage (EYFS)**

Despite Computing not being explicitly mentioned within the EYFS statutory framework, pupils are taught to use technology as an integral part of the topic work covered during the year. The Computing aspects of the pupil's work are related to the objectives set out in the Early Learning Goals. From the use of iPads, cameras, torches and Bee Bot control toys, to their first experiences of using a computer and touch screen, very young pupils gain confidence and start using the computer to communicate and begin to develop their ability to use computational thinking.

By introducing pupils to experiences such as using Bee Bots in EYFS, it helps to reduce their cognitive load when they revisit their experience in KS1. This provides them with a higher chance of success when engaging in activities linked to the next stage in their learning. Learning in EYFS is also enhanced with the use of technology, for example pupils use the interactive whiteboard for Phonics Play, White Rose Maths videos, Youtube and CBeebies.

### **Teaching COMPUTING to pupils with special needs**

At Poringland Primary School and Nursery we teach Computing to all pupils, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of pupils with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that pupils produce; it increases their confidence and motivation. When planning work in Computing, we take into account the targets in the EHCP (Education, Health and Care Plan). The school also encourages pupils with sequencing and short-term memory problems to use visual thinking and learning software.

### **Assessment and recording**

To ensure pupils are able to meet age appropriate expectations in Computing, teachers provide appropriate learning opportunities for them. Teachers follow the Purple Mash scheme of work, while using their judgements on what should be taught in which year group based on pupils' prior experience and Computing capability.

Teachers assess pupil's work in Computing by making informal judgements as they observe them during lessons. Additionally, through the Purple Mash scheme of work, teachers can access the work completed by each pupil in a lesson to help them to make their judgement. To help pupils meet the expected levels of attainment, teachers should know at any given time the level pupils are working at and this

should inform their planning.

On completion of a piece of work, the teacher marks it and comments where necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum Objectives. This is recorded on the Purple Mash assessment spreadsheets noting next to each objective 1 (emerging), 2 (expected) or 3 (exceeding). The Excel spreadsheet contains detailed information next to each National Curriculum Objective to support teachers in making their judgements. At the end of the school year, the Excel spreadsheet provides a total for each pupil and it can be assessed overall whether a pupil is emerging, expected or exceeding. We use this information to ensure accurate information is held on the pupils to inform teachers, to update the Computing subject leader termly, at times of transition, as well as for the basis of report writing and assessing the progress of pupils throughout the school.

## **Developing and monitoring the Computing curriculum**

Whenever possible, it is the responsibility of the Computing subject leader to monitor the standards of work, the quality of teaching and learning and spend time in other classes in order to observe teaching, monitor lessons and talk to pupils. The Computing co-ordinator is also responsible for supporting colleagues in the teaching of Computing, for being informed about the current developments in the subject and for providing a strategic lead and direction for the subject within the school.

## **E-Safety**

At the beginning of each academic year, pupils will be taught discrete e-safety lessons in each year group based on their prior experience and Computing capability. The SMART rules will be taught to all pupils. These rules are prominently displayed around the school, on the mobile computing suites and on our school website. Additionally, each year based around Safer Internet Day every class will spend a week focusing on the Safer Internet Day theme. Parent/Carer e-safety support and resources will also be provided.

## **Resource Management**

Human:

All teachers have access to their own laptop for planning and delivery of Computing within school. They also have access to iPads for home or school use.

Teaching assistants can also have access to laptops to support learning.

Technical:

The school has a fault repair system with external technical support to ensure smooth running of the entire computer network.

The school internet access is provided by Intouch and includes filtering appropriate to the age of pupils.

## **Resources**

Each classroom has access to two mobile Computing suites of 16 laptop computers (32 altogether), as well as 40 chromebooks. This enables whole class teaching, small group work and it helps to facilitate intervention groups.

All classrooms have access to iPads/tablets, an interactive whiteboard and a visualiser (with the exception of Nursery).

Additionally, EYFS classes have access to touch screens connected to class laptops.

The educational benefit of emerging technologies will be examined and a risk assessment will be carried out before it is permitted to be used in school.

## **Managing Internet Access**

- Pupils and staff may only use approved email accounts using the school internet connection.
- Pupils must immediately tell a teacher if they receive an offensive email.
- Pupils must follow the SMART e-safety rules by not disclosing personal details about themselves or others in email communications, or arrange to meet with someone they have met online without specific permission.
- Staff must only contact pupils using a school email address or from within an approved learning platform used in school (Tapestry/Google Classroom/ Purple Mash).
- Incoming emails and attachments should only be opened if the author is known.
- Pupils will not email external bodies, unless explicitly instructed to do so by their teacher and guided on how to present them.

## **Managing Filtering**

- In partnership with Norfolk Children's Services the school will ensure that systems to protect pupils are reviewed regularly and improved where necessary.

- Any unsuitable online material must be reported by pupils and staff to the nominated member of staff.

Appendix 1            SMART Rules  
 Appendix 2            Parental consent letter  
 Appendix 3            Addendum in response to COVID-19

## Appendix 1

# Stay safe online

Remember the 5 SMART rules when using the Internet and mobile phones.

**S SAFE:** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

**M MEET:** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

**A ACCEPTING:** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

**R RELIABLE:** Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.

**T TELL:** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Source: <http://www.pupilnet.com/resources/be-smart-on-the-internet>

## Appendix 2

<b>Our School E-Safety Rules</b>	
<b><i>All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents / carers are asked to sign to show that the e-Safety Rules have been understood and agreed.</i></b>	
<b><i>Pupil:</i></b>	<b><i>Class:</i></b>
<b>Pupil's Agreement</b> <ul style="list-style-type: none"><li>● I have read and I understand the school Acceptable Use Policy (KS1 or KS2 Pupil).</li><li>● I will use the computer, network, Internet access and other new technologies in a responsible way at all times.</li><li>● I know that network and Internet access may be monitored.</li></ul>	
<b><i>Signed:</i></b>	<b><i>Date:</i></b>
<b>Parent's Consent for Web Publication of Work and Photographs</b> <p>I agree that my son / daughter's work may be electronically published. I also agree that appropriate images and videos that include my son / daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.</p>	
<b>Parent's Consent for Internet Access</b> <p>I have read and understood the school Acceptable Use Policy (separate policies for Child and Parent) and give permission for my son / daughter to access the Internet. I</p>	



understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task.

I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

***Signed:***

***Date:***

***Please print name:***

Please complete, sign and return to the School Office

## **Appendix 3**

### **Poringland Primary School and Nursery**

#### **Addendum to Computing and E-Safety Policy in view of COVID 19**

##### **1. Aims**

- 1.1 Due to the recent school closure, many teachers are using video conferencing platforms in order to connect with students or deliver virtual lessons. This document provides guidelines for Poringland Primary School staff members if they choose to use Zoom to connect with their students.
- 1.2 Additionally, it provides guidelines for the use of video conferencing platforms when conducting meetings between staff members and other adults, e.g. Key Stage meetings, Child Protection Meetings with external agencies.

##### **2. Use of Video Conferencing Platforms**

- 2.1 At Poringland Primary School there are two video conferencing platforms available for teachers to use, Zoom (for contacting students, as well as for staff meetings) and Microsoft Teams (the chosen platform by most external agencies).
- 2.2 Suggested uses for Video Conferencing include:
  - Whole-Class Meeting
  - Small-Group Instruction
  - Small-Group Discussion/Quiz/Activity
  - Teaching Input
  - Morning Meeting
  - Interactive Read Aloud
  - Writing Share-out: give a writing assignment and have students share their writing with the rest of the class

##### **3. Consent**

- 3.1 Staff must obtain consent from parents/guardians before inviting pupils to join a video conference. Staff must not provide invitations or passwords to join meetings UNLESS consent has been obtained.

- 3.2 Staff will maintain a record of those parents/carers who have given consent to their child participating in video conferencing.
- 3.3 Parents/carers have the right to withdraw consent at any time. This should be done in writing to the class teacher.

#### **4. Staff Guidelines**

4.1 At Poringland Primary School there are two video conferencing platforms available for teachers to use, Zoom (for contacting students, as well as for staff meetings) and Microsoft Teams (the chosen platform by most external agencies).

4.2 The following guidance has been provided for using 'zoom' with pupils. However, as you will see, lots of what has been outlined would also apply to participating in a video conferencing call where you are not the host, e.g. a staff meeting.

4.3 General Requirements for Video Conferencing With Students:

- Staff must obtain consent from parents/guardians before inviting pupils to join a video conference. Staff must not provide invitations or passwords to join meetings UNLESS consent has been obtained.
- 1:1 student to teacher video conferences are not allowed.
- Teachers must use Nsix email accounts when video conferencing, not their personal email accounts.
- Video conferences that involve students will not be recorded and screenshots will not be taken. Audio or video recording of teacher-led video conferences by teachers, students or parents is explicitly forbidden.
- Try to have another adult present where possible to 'manage the room'. It is difficult to monitor multiple sections of the screen to see what each pupil is doing at the same time.
- Sign in at least 5 minutes before the conference begins.
- Be very mindful of what the camera is showing in the background. Choose a safe and appropriate place and appropriate attire for conferencing. Where possible, conduct video conferences in school.
- Set expectations for a video conference, like you would any class discussion; state learning objectives if appropriate.
- Teachers should welcome students as they enter the group. Students should say hello if the teacher doesn't see them enter.
- Remind participants to mute their microphones unless they want to speak.
- Share with the pupils what the sign will be if they would like to speak - it could be the raise hand feature on zoom.
- Do not share the video conference link with anyone other than the participants that were invited.

- Do not publicise your meeting's link on social media (or on Google Classrooms unless all class members have consent to access the conference).
- Share with your group what the Plan B is (ie. if you do have to abort the meeting, where will the meeting move to and how can people rejoin). Hopefully this will not be necessary, but it is worth having something in place in case it is needed. E.g. tell the children to put their screens down straight away and you will end the call for all.

#### 4.4 Procedures recommended for you to use as the meeting host to ensure safe and effective conferencing calls:

- Use a new meeting room each time giving you a new ID per-meeting.
- Use virtual waiting rooms - don't allow attendees to join before the host. Use this feature to hold potential participants in a separate "waiting room", so you can check who they are before allowing them entry. There's also a setting to allow known students to skip the waiting room, so you don't have to manually allow multiple pupils every time.
- Mute participants on joining. During the conference call, you can also Mute Participants or Mute All: Instructors can turn mute / unmute participants or all. This will allow instructors to block unwanted, distracting or inappropriate noise from the meeting.
- Lock your virtual classroom. If your class has started and all your pupils have arrived, you can lock your virtual classroom, so that no one else can join. Click Participants at the bottom of your Zoom window. In the participants pop-up box, you will see a button that says Lock Meeting. When you lock the meeting, no new participants can join, even if they have the meeting ID and password.
- Expel a Participant (if rules are broken): still in the participants menu, you can move your mouse over a participant's name, and several options will appear, including Remove. They can't get back in if you then click Lock Meeting.
- Prevent Participants from Screen Sharing: In the host controls, click the arrow next to Share Screen and click Advanced Sharing Options. Under "Who can share?" choose "Only Host" and close the window.
- Attendee On-Hold: if you need a private moment, you can put attendees on-hold. The attendee's video and audio connections will be disabled momentarily. Click on the attendee's video thumbnail and select Start Attendee On-Hold to activate this feature.
- Disabling Video: you can turn participant video off and request to start participant video. This will allow instructors to block unwanted, distracting or inappropriate gestures on video.

- Disable private messaging  
Prevent distractions among your class by stopping private messaging between pupils, so they can't talk to one another without your knowledge.  
<https://support.zoom.us/hc/en-us/articles/115004809306-Controlling-and-Disabling-In-Meeting-Chat>
- Prevent recordings: In a zoom meeting click on 'Manage Participants'. In the 'Participants' menu navigate to the participants. To disable the participant's ability to record, click 'More' next to the name, then click Forbid Record.
- Limit screen sharing  
Make sure your pupils don't take control of the screen and prevent them from sharing random content by limiting screen sharing, so only you as the teacher (host) can present to the class.

### **Suggested Uses For Video Conferencing:**

- A. Whole-Class Meeting
- B. Small-Group Instruction
- C. Small-Group Discussion/Quiz/Activity
- D. Teaching Input
- E. Morning Meeting
- F. Interactive Read Aloud
- G. Writing Share-out: give a writing assignment and have students share their writing with the rest of the class

## **5. Rules for Video Conferencing**

5.1 The following rules apply to all students and have been put in place for your child to follow during any video conferencing calls they participate in:

- Only join the Zoom meeting session as a participant and not as a separate account holder. Pupils under the age of 18 should not go to [www.zoom.us](http://www.zoom.us) to create an account because minors are not permitted to create an account per Zoom's Terms of Service. The School Subscriber's account administrator (e.g. teachers) will securely and confidentially provide meeting information and meeting passwords to the pupils to ensure the school can maintain supervision and control over its pupils' meeting experiences.
- The Poringland Primary School 'Rules of Responsible Internet Use' remains in effect, and action will be taken to deal with any misuse of accounts, including cyberbullying or other inappropriate behaviour.
- Do not share the video conference link or password with anyone.
- Keep the child's username as the first name and the initial of their surname. If your child changes their name to something silly or inappropriate during the call, they will be removed.

- A parent or guardian will be present throughout the video conferencing call, but they do not have to be visible.
- Be on time. Log in a few minutes before the call begins and wait in the waiting room until the teacher welcomes you to the session.
- Be presentable: wear appropriate clothing (including clothes with slogans), brush hair, etc.. This includes any other person visible during the conference call. Any inappropriate clothing will be flagged up by the teacher hosting. Your child will be asked to leave the call to attend to the problem before rejoining.
- Participate in a quiet, but social environment. Bedrooms are not appropriate and your child will be asked to move to an alternative location if they are seen to be participating from a bedroom.
- Stay in one spot and don't move locations unless asked by the teacher.
- Sit somewhere with a plain background where possible and good lighting.
- Sit appropriately with an appropriate camera angle, e.g. no laptops positioned on cross legged laps.
- Use appropriate and respectful language. This includes all others present and audible in the household during the video conference call.
- Know when and how to mute. If a child is not talking, they should mute their screen until it is their turn to talk. Otherwise any background noises will be picked up and it can be very distracting.
- Children should wait for their turn. The teacher will share what signal they would like your child to use if they have something to say. Use good manners by using this signal before speaking.
- Be respectful: act as they would if they were in a classroom. If they wouldn't do it in a classroom, e.g. eating a snack, talking to a sibling, then they shouldn't do it on the call.
- No screenshots, recordings or distributions of any video conferencing calls/videos pre-recorded by the staff at Poringland Primary School will be made.

## **6. Review**

- 6.1 This policy addendum should be read in conjunction with the Safeguarding and Child Protection Policy and Addendum, The Computing and E-Safety Policy and the Staff Code of Conduct. It will be reviewed on an ongoing basis, in response to government guidance.