



QUEENSWAY SCHOOL ICT AND COMPUTING POLICY

Introduction

ICT (**Information and Communications Technology** - or Computing) is an umbrella term that includes any communication device or application, encompassing: radio, television, mobile phones and cameras. The term 'computer' relates to an actual computer device such as a desktop, iPad or laptop. The use of information and communication technology is an integral part of the National Curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information.

At Queensway Primary School we recognise it is important for children, staff and the wider school community to have the confidence and ability to use ICT tools to prepare them for an ever-evolving and rapidly developing world. Pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills and knowledge needed to enable them to use it effectively.

We believe that Information Communication Technology (ICT) and computing is central to the education of all children and we aim to give each pupil the opportunities to develop and apply their capability to the fullest degree.

We will ensure all ICT equipment have the appropriate filters and monitoring systems, so that no child can access harmful content via the school's IT systems and concerns can be spotted quickly. Teaching staff will be required to ensure that they teach the pupils about safeguarding, including online. Our filters and Firewalls are continuously monitored by 123ICT, our ICT management/support company.

This policy will focus on how ICT is delivered to our pupils, ensuring that they develop the use of computing skills across the curriculum, whilst maintaining safe use of the Internet at all times. Policies related to staff and parents can be found in the 'Related Policies' section below. References to these will be made throughout the ICT policy.

Working in Partnership with Parents

At Queensway we are dedicated to working in partnership with parents to ensure pupils remain safe both in school and at home; where they can apply their knowledge of ICT appropriately. We work closely with parents to encourage them to reinforce, implement and model the annual permissions document, which refers to safe use of the Internet. This includes following the correct age restrictions for all aspects of computing, including social media and gaming. We also encourage parents to implement privacy settings on home devices to ensure their child's safety. This is further supported by offering guidance to parents through training sessions delivered in school and information provided on the school website. As staff, we have a duty of care to inform parents of any inappropriate use of technology. This will include a conversation with the child in relation to keeping safe online.

Aims

At Queensway we aim to:

- Ensure all staff and pupils are confident, competent and independent users of ICT
- Use ICT where appropriate to ensure pupils are motivated, challenged and inspired in all areas of the curriculum
- Develop the ICT competence and skills of pupils through computing lessons and provide them with the opportunity to consolidate these in a cross-curricular context
- Ensure pupils are challenged in their use of ICT and are provided with exciting and creative ways in which to share their learning
- Develop pupils ability to use ICT appropriately and choose software suitable for a particular task
- Develop pupils understanding of how to use technology safely and responsibly
- Provide continuity and progression in ICT skills which will serve them for later life
- Meet the requirements of the National Curriculum fully and help all pupils achieve the highest possible standards
- Use ICT as a form of communication with parents, pupils and the wider community
- To provide all staff with the training and support to ensure that they can confidently use ICT to its full potential in all aspects of school life
- Safeguard children by ensuring that appropriate filtering and monitoring systems are in place across the school devices.

National Curriculum Aims

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.

Planning

Lessons are planned in line with the National Curriculum and our Computing Curriculum Overview document. These are used to inform the Long Term and Medium Term Plans, which enable pupils to achieve stated objectives and further their knowledge, allowing for clear progression as they move up the school. Pupil progress is recorded by teachers on the Curriculum Overview document, stating whether a child is working towards, expected or working at greater depth at the end of the year.

ICT and Computing in the National Curriculum

ICT and computing will be taught across the curriculum and wherever possible, integrated into other subjects. There may be a need for stand-alone ICT sessions to teach skills that can then be applied in the cross-curricular sessions.

At Queensway we realise that typing is an important life skill. Typing will be taught throughout Key Stages 1 and 2 to ensure all children leave Queensway School at the end of KS2 as competent typists.

Foundation Stage

It is important in the Foundation Stage to give children a broad, play-based experience of IT and computing in a range of contexts, including outdoor play; ICT is not just about computers. Environments should

feature computing scenarios based on experience in the real world; such as role-play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys including Beebots and remote control cars. Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language. ICT falls within the 'Understanding of the World' strand; 'Technology':

- Children gain confidence, control and language skills through opportunities to engage in their lessons through the use of the interactive whiteboard
- Use ICT hardware to interact with age-appropriate computer software.
- Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Key Stage One

By the end of key stage 1 pupils will have been taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats
- Recognise common uses of information technology beyond school
- 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 technologies.

Key Stage Two

By the end of key stage 2 pupils should be 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
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Online Learning

As a school, we value the importance of providing opportunities for children to learn outside of school and we provide these depending on the age of the child.

Children will be provided with:

- Links from the school website to websites suitable for the age group

- A personal login to Google Classroom, Purple Mash, Times Table Rock Stars and Charanga

Equal Opportunities in Computing and ICT

We will ensure that all pupils are provided with opportunities to access the computing curriculum throughout the school. Through the planning and teaching stages, we ensure that the computing curriculum is available to all pupils, with equal and appropriate access regardless of faith, ability or need. We will periodically audit children's access to IT at home to ensure that children are not disadvantaged in any way when completing homework or remote learning.

Assessment

ICT will be assessed using formative assessment. Formative assessment will happen during computing lessons and will be used to inform future planning. Medium Term Plans will be annotated to reflect this assessment. Differentiation in set tasks, as well as the outcome from pupils will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is ready to acquire more. Pupil progress is recorded by teachers on the Curriculum Overview document, stating whether a child is working towards, expected or working at greater depth.

Roles and Responsibilities

The school

As a school we will endeavour to ensure that parents and pupils are fully aware of ways in which the internet and ICT can be used productively and safely. We will always ensure that we provide children with the opportunities to excel and achieve when using ICT and will ensure our curriculum is challenging and relevant. Before launching any system or initiative, we will make sure that the children's safety is at the forefront of our thoughts and we will keep the parents informed as necessary through newsletters and parents' events. E-safety guidance and websites are available via links on the school website. The school is corporately responsible for ensuring that copyright regulations are not infringed.

ICT Leader

The ICT Leader will oversee planning in all year groups throughout the school and be responsible for raising standards in ICT. They will also be responsible for informing staff of new developments and initiatives and providing training opportunities where appropriate. The ICT Leader is responsible for overseeing and monitoring the teaching and learning in computing and the assessment of ICT across the school. They will liaise with other curriculum leaders to ensure effective use of ICT in their areas and keep abreast of new software. They will facilitate the use of ICT by updating the policy and scheme of work, co-ordinating and/or providing INSET and identifying the need to update resources.

Teachers

Class teachers are responsible for planning, teaching and recording pupil progress in Computing in accordance to the National Curriculum. They will also assist in the monitoring of pupil progress in Computing and ICT. Teachers are also responsible for using ICT on an everyday basis with their class, including the use of the interactive white board to provide visual stimulus. Teachers must respond to, and report, any e-safety or cyber bullying issues that they encounter within or out of school in accordance with e-safety and safeguarding procedures.

Pupils

Pupils should ensure that they use the Chromebooks, iPads and other IT equipment appropriately and safely at all times. If the children fail to do so, then the procedures outlined in these policies will be applied.

Parents

Parents are asked to sign the Annual Permissions and to discuss this with their child. Parents should stay vigilant to the websites and content that their children are accessing and try to talk to their child about e-safety and the use of the internet, as well as encouraging a healthy amount of screen time at home. If they have any questions or concerns then they should speak to their child's teacher, the ICT Leader, or the Headteacher.

Internet and Email

The internet may be accessed by staff and by children throughout their hours in school. We ask as a school that staff are vigilant as to the sites children are accessing and children should not be using the internet unattended.

Internet access is planned to enrich and extend learning activities and is part of the curriculum. The teaching of email, internet use and other aspects of e-safety will be covered within the computing curriculum planning, but staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet.

Children are not currently issued with an individual email address but learn to use email through off-line software. Staff are provided with a school Office 365 email address and need to follow the guidelines when using this.

Filtering and Monitoring

The filtering system in place aims to block and filter inappropriate content, whilst allowing the children access to websites that support their learning. If users (especially children) see an inappropriate website or image, they should minimise the page immediately or close their device and then report the site to their class teacher, who will report this. 123ICT will be contacted to attempt to get this site blocked. Equally, if websites that are blocked are a hindrance to teaching and learning, this should also be reported so that 123ICT can look into whether it would be appropriate to remove them from the filter.

Following government statutory guidance, including 'Keeping Children Safe in Education' (2023) and The Prevent Duty, we have implemented Securus as a way of monitoring internet usage for both pupils and staff. Their library of more than 25 categories of concern contain extensive safeguarding words and phrases to detect incidents such as cyber-bullying, radicalisation and pornography amongst many other risks. Securus ensures that pupil and staff use of the school's IT facilities is adequately monitored and gives us the ability to act in a timely manner to resolve any issues with clear and accurate evidence such as screenshots, which is sent directly to the head teacher for review. Securus provides an extra layer of protection to the blocking and filtering of websites.

Social Media

As a school we recognise that social media and networking are playing an increasing role with everyday life and that many children are users of tools such as Facebook, Instagram and TikTok and Snapchat. We will ensure that parents and pupils are kept fully aware of risks and issues that may arise and ways in which to minimise these risks. Pupils should not be signed up to most social networking sites due age restrictions, however we recognise that many are signed up either with or without parental knowledge.

E-Safety

We take e-safety seriously and will ensure that computing and PSHE sessions teach how to minimise the risk when working on the Internet, managing passwords and respecting Copyright, as relevant to the

children's age. All children will be taught about the Annual Permissions and will sign a copy. Useful ICT rules will also be displayed to ensure they are seen by children and visitors.

If a teacher suspects an e-safety issue within school, they should report these to the Designated Safeguarding Lead and parents contacted as appropriate.

Cyberbullying

Cyber bullying can be defined as the use of Information and Communication Technology (ICT) deliberately to upset someone else and may involve email, virtual learning environments, chat rooms, social networking sites, mobile and landline telephones, digital camera images, games and virtual world sites. Through computing lessons, assemblies and PSHE, the children will be taught the smart rules:

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

Copyright

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

Related Policies

- Social Media Policy
- Staff Code of Conduct
- Annual Permissions
- Parent Code of Conduct
- Behaviour Policy
- Safeguarding Policy

Review

This policy will be reviewed every three years by the Head Teacher and the relevant Committee.

Chair of committeeDate

Head TeacherDate