



# **IT AND COMPUTING POLICY FOR SHAKESPEARE PRIMARY SCHOOL**

To be reviewed: Annually

Adopted: September 2016

To go to: Curriculum Committee

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*This policy document details Shakespeare school's aims, principles and strategies for the delivery of Information Technology & Computing. It updates existing ICT policy documentation and reflects changes within the school and in government curriculum legislation. The policy will form the basis for development of IT and Computing over the next five years and will be regularly updated to reflect changes to the National Curriculum.*

*The policy has been developed by the IT coordinator with the assistance of teaching staff.*

*This policy should be read in conjunction with other linked policies, in particular Health & Safety, Online Safety and subject area documents.*

## **Vision: The Significance of Information Technology and Computing**

Information Technology and Computing prepares pupils to participate in a rapidly changing world. We seek to develop children's understanding and appreciation of IT and Computing and the way it impacts on our lives. We believe that it is essential to provide opportunities in all National Curriculum subject areas for children to develop their IT and Computing capability and to use it to support their learning. IT and Computing makes education accessible to all, irrespective of learning styles and individual needs. IT and Computing at Shakespeare school is provided in a safe, happy and disciplined environment designed to stimulate, motivate and challenge both pupils and staff.

### **The School Aims for IT/Computing are:**

- to enrich learning for all pupils.
- to ensure that teachers develop the confidence and competence to use IT and Computing in their teaching.
- to embed IT and Computing and the use of technology across other areas of school life - where its use is appropriate.
- to take 'calculated risks' in order to extend learning boundaries.
- to build in future proofing, ensuring that the school moves forward and has the capacity to fund and manage development over time.

### **Specific Aims and Objectives are to provide opportunities for pupils to:**

- develop their IT and Computing capability, understanding the importance of information & knowing how to locate, select and prepare it.
- develop skills and confidence in using hardware and software in order to manipulate information, create artefacts and achieve solutions through programming.
- use IT and Computing for effective and appropriate communication.
- develop IT and Computing as a tool for learning and investigation.
- apply their IT and Computing skills and knowledge in other areas.
- use IT and Computing to work co-operatively and take responsibility collectively.
- use IT and Computing to develop independent ways of working which encourage them to take responsibility for their own actions.
- develop logical thinking and problem solving.
- explore their attitudes towards IT and Computing, its value for themselves, others and society (*e.g. to learn about issues of security and personal safety, confidentiality and accuracy*).
- to monitor and control real and imaginary events
- appreciate and understand that IT and Computing have both advantages and limitations.
- develop good Health & Safety attitudes and practices.
- experience a balanced range of progressively more difficult tasks which will develop their understanding.

## **2. Roles and Responsibilities**

All teaching staff will plan, teach and assess all areas of N.C. IT/Computing and will report progress annually. This will be achieved in the following ways:

**The Class Teacher will:**

- Plan and teach the termly units of work contained within the Teach Computing scheme of work.
- Assess progress throughout the year using a range of techniques in order to produce a summative value of the child's Computing performance.
- Monitor progress and keep records using agreed systems and approaches.
- Report progress annually to parents and carers (on school reports).
- Ensure that progression and differentiation is evident in IT and Computing lessons.
- Deliver core IT and Computing skills and lessons in a creative, meaningful and purposeful way.
- As far as this is possible, plan and integrate IT and Computing within other curriculum areas.
- Ensure the safe use of equipment. Only adults are permitted to store & charge mobile equipment & turn equipment on and off at the mains.
- Undertake responsibility for management & security of classroom equipment, including distribution, collection & storage. Storerooms and cabinets must be locked.
- Take appropriate action to protect and preserve equipment, following correct shutdown procedures and secure storage routines.
- Instruct children in the safe & appropriate use of equipment & model best practice at all times. Mobile equipment settings must not be changed without IT coordinator permission.
- Protect the integrity of the school network. Logged in teacher PCs (displaying network drives) must be logged off or locked when not in use. Login details must be kept private.
- Be familiar with the current school Online Safety policy document.
- Ensure that children are aware that all equipment is carefully monitored & is security coded. All pupils should be made aware of the school's Acceptable Use Policy (AUP) regarding the use of equipment. Inappropriate usage must be reported and logged with the Online Safety Leader or the Computing Coordinator as appropriate.
- Inform the Computing Coordinator immediately if equipment is faulty, misused, lost or damaged (including network issues).
- Take personal responsibility for school equipment that is provided for their own use (e.g. staff laptop, camera).
- Use allocated equipment for agreed purposes (e.g. staff laptop, camera). Teachers' own personal equipment should not be used to deliver lessons in school. It is incumbent upon each teacher to ensure that loaned equipment is used for planning and school related activity & that content stored on devices is educationally sound.
- Additional loaned items (e.g. teacher iPad/iPod, control technology equipment, data loggers etc.) may be used for offsite planning purposes with permission from the Computing Coordinator.
- Ensure that pupils understand that they must not bring or use in school,

portable drives, CD/DVD content or home-produced files (e.g. with hyperlinks).

- Actively & regularly reinforce aspects relating to Online Safety and acceptable use.
- Carry out summative assessments using agreed methods. Most assessments will be stored digitally & will comply with current National regulations.
- Provide Computing displays within the IT Suite. These will provide evidence of online safety progression throughout the school.

No inter-agency projects - school to school, school to organisation and/or person(s) must be undertaken without Head Teacher authorisation (e.g. video conferencing, email driven).

Teachers to take responsibility for advising their invited guests/visitors regarding rules & regulations (including the signing of appropriate paperwork if/when required).

### **The Computing Coordinator will:**

1. Formulate plans for the use of IT and Computing across the curriculum to ensure adequate coverage, enhance teaching and learning in all subject areas and provide opportunities for ownership by all staff. This work will involve the following:
  - Assisting lesson planning with teachers in year groups.
  - Planning with subject coordinators as part of a rolling programme.
  - Planning with Key Stage teams and SDP teams termly (as required).
  - Provision of specific, planning and content as required.
2. Monitor the quality of IT provision, teaching and learning including assessment and recording. This work will involve the following:
  - Team Teaching in classes/Year Groups when required by the SMT.
  - Lesson observations as required by the SMT.
  - Collection and scrutiny of ongoing IT and Computing work.
  - Overseeing IT and Computing supported display in the IT Suite.
3. Produce reports detailing levels of achievement in IT and Computing. This work will involve the following:
  - Producing yearly written reports detailing achievement levels in Computing.
  - Producing and maintaining a portfolio for the school, detailing ongoing work.
4. Encourage and facilitate the systematic development in knowledge and skills of teachers, support staff and adult help, to enable them to use IT and Computing successfully. This work will involve the following:
  - Planned programme of whole staff IT and Computing training as part of SDP or in response to staff self assessment data, subject coordinator data, new orders or installation of curriculum materials, additional hardware and software.
  - Targeted training opportunities for Key Stages, Year Groups, teams and

individuals (led by coordinator, selected staff or outside agencies/guests and pupils).

- Team Teaching opportunities (IT Suite & classroom based).
  - Classroom observations and peer mentoring by coordinator and selected IT team members.
  - Provision of self-tuition e-documents and films on school network.
  - Provision of distance learning and training opportunities (web based and network housed).
  - Provision of IT and Computing documents on school network to encourage interest in specific areas and provide evidence of best/creative practice.
  - Provision of targeted IT and Computing course attendance opportunities (through publicising LCC courses, Teachmeet and other external training).
  - Facilitating sharing of cluster school planning, assessment and reporting.
  - Facilitating and providing content sharing within school and across the cluster.
  - Developing opportunities for content creation 'in house' (as a training opportunity and resource development approach).
5. Highlight areas for the development of IT and Computing within the School Development Plan. Lead in policy development and the integration of IT and Computing to ensure progression and continuity in pupils' experience throughout the school.
  6. Manage the school network where appropriate (and links with the intranet provider and Lancs ICT Technical Team). Ensure that staff apply agreed routines for orderly and systematic filing and storage of work.
  7. Maintain an up to date inventory of IT and Computing resources and ensure that all staff are aware of how to use the resources available (either through demonstration and training or through the provision of self-tuition materials).
  8. Monitor the use of resources and the budget, accordingly, liaising with curriculum coordinators to recommend subjects specific materials where joint funding is appropriate.
  9. Co-ordinate the purchase and maintenance of equipment.
  10. Ensure that all IT and Computing hardware and software is in good working order. Provide guidance information for teachers and other users designed to develop self assessment and management of classroom equipment routines.
  11. Provide induction opportunities for new staff combining direct training, colleague mentoring, self-tuition and document materials.
  12. Maximise the use of Home-School links and develop extended use of IT and Computing facilities by parents and the wider community by:
    - Delivering programmes of community-based projects (e.g. pupil and parents, adult education, high school, student/trainee teacher, cluster staff).
    - Managing community training opportunities delivered on site by external providers.
    - Exploring opportunities to develop certificated courses for which payment is

- made by providers and/or those enrolled
  - Explore income generation opportunities, including content creation and service provision.
  - Producing written reports for parents and establishing opportunities for staff comments.
  - Producing and maintaining an E-Portfolio for the school, detailing ongoing work and promoting pupil achievement via the school website.
  - Developing an on-line reporting mechanism for parent access.
13. Update and extend current knowledge and expertise through self-study and course attendance.
14. Highlight areas for the development of IT and Computing within the School Improvement Plan.
15. Continue to implement agreed data backup management for stored content on the school server.

**The IT Technician will:**

- install and build new computer systems as directed by the Senior Management Team and Computing Coordinator.
- assess and evaluate technical issues, implementing repairs following discussion with the Computing Coordinator.
- ensure that all IT and Computing hardware and software is in good working order and report to the IT Coordinator when equipment has been damaged.
- support teaching staff in setting up and organisation of equipment.
- maintain anti-virus software updates ensuring that all equipment is protected. Report to the Computing Coordinator any issues involving non-compliance with agreed procedures.
- Monitor the backing up of network files and periodically run diagnostic checks to ensure this process is free of errors. Implement agreed data protection procedure with IT coordinator (tape backup and off-site secondary storage arrangement).
- routinely check computer configurations to ensure reliable performance. Contribute to rolling programme of checks to monitor the results of staff training in basic maintenance and care of hardware.
- add and remove computer software titles as necessary.
- support in maintaining and updating the computer-based register of school hardware.
- routinely check school centralised printing arrangements and modify as required.
- monitor computer cabling connections and layouts advising Computing Coordinator and Senior Management Team of Health and Safety concerns.

**3. Curriculum Timetabling & Delivery:**

Pupils' entitlement to IT and Computing consists of two separate though clearly interrelated aspects.

### **a. IT and Computing taught and timetabled as a discrete subject.**

The teaching of a specific skills-based programme of study for IT and Computing based upon the National Curriculum Programme of Study.

The Computing Coordinator uses the national curriculum as a planning tool to develop and update the current Teach Computing curriculum. Assessment is completed termly on Sonar tracker and results of summative tests are recorded.

The ongoing provision of new equipment affords increased opportunity for IT and Computing activities in the IT suite and classrooms. Availability of Windows hardware and software provides improved opportunities for extended creative work.

All children between Years 1 and 6 spend 60 minutes per week undertaking Computing lessons. Reception class have regular Computing opportunities during learning time.

Ongoing work is designed to provide opportunities for all children to develop a set of core skills, knowledge and understanding, which they can apply repeatedly and in an integrated way, to a wide range of creative projects. Skills developed in these sessions are also applied within classroom activities.

### **b. Supporting the creative curriculum (using mobile technology & peripherals)**

Staff use the LCC ICT Progression Documents Y1-Y6, Teach Computing and school assessment grids to support planning, monitoring and assessment, using the incorporated skills and knowledge-based statements to ensure that work is differentiated. The curriculum supports staff in undertaking a wide range of creative projects that are underpinned by appropriate reference to the National Curriculum.

#### **Classroom Resources to Support Teaching and Learning:**

The school is equipped with significant numbers of mobile devices and an IT suite.

Each Key Stage 2 Year Group has unlimited access to laptops and iPads. In addition, programmable NXT Lego robots and datalogging sets are also available.

Each Foundation/Key Stage 1 Year Group has access to iPads, StoryPhones, audio recording devices and programmable robots (Bee Bots).

The ICT Suite contains thirty two PC computers (running Windows 11 operating system), supported by music keyboards and graphics tablets for digital artwork.

An 4K video camera, digital stills cameras and digital audio recorders are also available. Computer equipment is networked where possible, with mobile devices accessing services wirelessly.

Each classroom has a Promethean Interactive Whiteboard and a teacher PC connected to the board. Visualisers are in wide use across the school and teachers have access to digital stills cameras. All staff are therefore well equipped to support their ongoing work using IT and to deliver high quality lessons.

## **Teaching and Learning:**

In order to promote good quality teaching, high standards of learning and good progress, staff prepare lessons in line with the learning and teaching policy. Teaching of IT and Computing focuses upon teaching skills in sufficient breadth and depth and structuring them in a way that ensures clear progression. Planning takes account of the need of all pupils to use IT and Computing in appropriate contexts, throughout both Key Stages and provides opportunities for pupils to encounter a variety of learning experiences including, individual and collaborative group work, investigative work, problem solving, programming and enquiry-based learning. The use of IT and Computing is planned carefully and differentiated to address the needs of individuals and groups of children.

Interactive technologies such as Interactive Whiteboards enhance opportunities for learning and teaching and staff have received appropriate training. Mobile technology enables learning to take place quickly and seamlessly within any location and supports both individual and collaborative learning in single or multiple locations. Wireless capability built into all mobile devices used in school provides the opportunity for pupils to communicate and share ideas with peers and teachers in any on-site location. This capability empowers learners, creating direct and ongoing learning and teaching opportunities.

## **4. Assessment, Recording and Reporting:**

Teacher assessments of Computing capability are recorded throughout the year and reported to parents at the end of each academic year. Judgements of attainment are completed using both the LCC Progression & National Curriculum linked documentation and school assessment grids. These records are updated as projects progress and are assessments completed at the end of each half-termly unit of work project.

Formative assessment, which indicates individual pupil or group progress, is used to provide indicators for next step learning. Teachers' ongoing assessment is conducted informally, during individual or small group discussions and within the context of practical activities. Children are regularly encouraged to evaluate their work as it progresses.

Examples of pupils' work are in specified folders on the school network. Selected files are accessed directly via folders. Records provide an evidence base gathered over time and this enables accurate and detailed reporting and cohort mapping. By preference, these files are stored digitally. However, hard copy evidence can be made available and is gathered as part of the Computing display and subject portfolio management.

## **5. Equal Opportunities and Inclusion:**

IT and Computing activities are planned and recorded to ensure that all children are given the same opportunity to use and develop their skills and knowledge in accordance with the schools' Equal Opportunities policy.

### **Pupils with Special Educational Needs:**

Pupils with Special Educational Needs benefit from using IT and Computing as it provides the potential to customise access to the curriculum and this in turn encourages motivation and the development of skills. Mobile devices with specific applications installed allow pupils to access the curriculum, producing work in visual format (stills and video), using audio recording and animation. In addition, the availability of software that converts speech to text and reads on screen content in realistic voices provides children with special needs access most areas of the curriculum. Availability of plug in devices also provides opportunities for pupils with less mobility to access curriculum content.

The school continues to work to maximise opportunities for all members within the school community. The Computing Coordinator works closely with the Special Needs Coordinator and external agencies to provide targeted and ongoing support for pupils with specific learning difficulties. Laptops, iPads, iPods, digital stills, video and mobile audio recorders are available, and funding is allocated, within SEN & IT budgets, to acquire specific hardware, software and peripheral devices. A cohort of 20 Y4 to Y6 pupils take lessons weekly using IDL Cloud literacy support programmes. The school strives to ensure that all pupils with Special Needs have the same IT/Computing and curriculum entitlement as all other pupils.

### **Able Children:**

IT and Computing is used to assist gifted and talented children both inside and out of school and to embed the school's aims regarding developing excellence and enjoyment. In addition to providing access for all pupils, AGT pupils have the opportunity to extend the boundaries of their own learning, supported by staff with specific expertise. The school is resourced with modern technology and opportunities exist for all to undertake wide ranging and challenging projects. The availability of robotics resources, professional quality music creation equipment and sophisticated imaging and animation provision enables AGT pupils to extend their expertise across any or all areas of the curriculum. Staff are committed to facilitating customised learning opportunities which enable AGT pupils to exercise considerable autonomy in the development of selected areas. A team of AGT children from years 4 to 6 are also invited to become digital leaders. These leaders work with the Computing Coordinator to extend access to Computing activities and complete appropriate IT tasks throughout the school.

## **6. Community Access and Extended Learning:**

IT and Computing can contribute positively to enabling or improving the transfer of information between pupils' homes and the school and may be used to allow students' learning to take place in an extended home-school environment. The school continues to develop home-school links in line with the schools broader extended learning strategy. Computing supported after school clubs run weekly and work samples drawn from year groups are posted on the school website. The school has also implemented programmes, such as Class Dojo, to encourage parents to make use of a well tested Virtual Learning Environment. In addition, messaging and ongoing communication systems are in place using school blogs and mobile phones. New digital signage has been installed in the main school entrance in order to develop ongoing information transfer. There is a need to continually review school website-based systems and web design is a key training and development area for the future. A dedicated curriculum website (accessed via the school website), which provides pupils work, reporting capability and links to areas of interest is planned.

The school is committed to extending out of hours activities beyond current provision.

Future planning will focus on:

- The delivery of community-based projects (e.g. pupil and parents, adult education, high school, student/trainee teacher, cluster staff).
- Managing community training opportunities delivered on site by external providers.
- Exploring opportunities to develop certificated courses for which payment is made by providers and/or those enrolled.
- Exploring income generation opportunities, including content creation and service provision.

## **7. Resourcing IT and Computing:**

The budget for IT & Computing is reviewed annually by the Headteacher, following discussion with the Computing Coordinator and review of the impact of purchased resources upon teaching and learning. Funding is allocated predominantly for hardware, core programmes and licenses, peripherals and consumables.

The school is well resourced with latest hardware and software. Improvement in resourcing has raised expectations in terms of delivery, creativity and innovation and the school is suitably equipped to make significant progress in IT, Computing and across the curriculum. New opportunities raise complex strategic and organisational challenges in addition to staff training considerations.

Review of resource deployment and current timetabling will be central to future planned provision, as will developments in the learning and teaching approaches used throughout the school.

### **Resource Management and Organisation:**

Staff are responsible for the safe and efficient use of IT equipment in their classrooms and are expected to routinely check that work areas are free of

obstructions. In accordance with Health and Safety regulations, food and liquids are to be kept away from electrical equipment and areas designated for IT and Computer use must be kept tidy and orderly. Pupils must be taught how to use equipment safely and key messages are to be reinforced regularly. Teachers are responsible for distributing, collecting and connecting equipment and for turning it off after use. Unless advised, equipment should not be left on standby over night and correct shutdown procedures should be followed. All key equipment is security coded and visual markings are evident. Pupils must be made aware of this fact and that equipment usage is carefully monitored. Pupils will not charge laptops and iPads.

Faulty equipment must be reported to the Computing Coordinator. The IT Coordinator will organise repair. The technician will assist with this.

### **iPad Management and Security:**

Security settings on iPads are limited and it is essential that staff teach and reinforce safe and responsible use. Each iPad has a Teacher Only folder installed on it and children are not permitted to access applications within this area, which include settings for the unit. It is recommended that, where possible, teachers use the specific numbering on each unit case and allocate known units to the same children for each session in order to manage usage more effectively. There are plans in future as newer iPads are purchased with more modern control options to phase out the visibility of the teacher only area.

Work completed by children using iPads will be saved to network locations using agreed procedures. A combination of methods will be required and the selected options will be determined largely by individual application configurations and the age of pupils. Work will either be e-mailed to accounts created for each staff member or saved to specific folders. Initially, all iPads will be configured centrally using the Apple School Manager application. However, customisation and additional functionality will be built into each unit using Mobile Device Management and Netsweeper filtering software.

### **The Purchase and Management of VLE Content and Software Applications:**

The provision of large numbers of mobile devices creates significant management issues within school and procedures are in place to protect users and ensure that best value for money is achieved. As IT, Computing and other curriculum areas are constrained by finite budgets, software procurement must be carefully managed in order to ensure that purchases are fit for purpose. The Computing Coordinator will work with staff and coordinators to agree purchases of core software and negotiate financial contributions from specific curriculum areas. Software should not be purchased without agreement and should be tested, ideally as a piloted trial, to ensure that it meets technical and educational expectations.

Staff in school will continue to be given the option to request preferred VLE providers and decisions will be made by consensus and based upon rigorous evaluation. Year Group teams will consider recommendations for class-based software (including mobile applications) and submit final lists to the Computing Coordinator who will also recommend specific purchases and advise on suitability. The process of software provision will be directly linked to Year Group planning, learning and teaching.

The purchase of mobile applications (for iPad) is a key resourcing issue. Individual staff members have delegated responsibility for requesting year group apps. This process will be managed using a centralised iMac. The computing coordinator and school technician will manage mass deployment centrally. Staff will test and evaluate the suitability of applications required, paying attention to pop-ups and advertisements which may influence pupils adversely and limit software usefulness. Following agreement, paid applications will be deployed by the Computing Coordinator and technician. The school is Apple School Manager registered and manages app deployment in accordance with global licensing agreements.

## **8. Professional Development:**

Shakespeare Primary School places a high priority upon staff professional development and recognises the importance of ensuring that all staff can access IT and Computing training when required. Staff will undertake IT and Computing training, including subject based training, wherever needs are identified. The annual audit is designed to highlight training requirements for IT and Computing in line with the schools' broader CPD strategy and Performance Management priorities. In addition to SDP related sessions, ongoing training is delivered as requested and this is provided by the IT coordinator and colleagues with experience and expertise.

The following training provision systems are in place or are planned:

- Programme of whole staff IT/Computing training as part of SDP or in response to staff self assessment data, subject coordinator data (annual) or installation of new hardware, software and teaching materials.
- Targeted training opportunities for Key Stages, Year Groups, teams and individuals (led by IT coordinator, selected staff or outside agencies/guests and pupils).
- Team Teaching opportunities (IT Suite and classroom based).
- Classroom observations and peer mentoring by IT coordinator and selected IT team members.
- Provision of self tuition documents on school network.
- Provision of distance training, accessed on and off site (web based, and network housed).
- Provision of IT and Computing documents on school network to encourage interest in specific areas and provide evidence of creative and best practice.
- Provision of targeted IT course attendance (through publicising LCC courses and other external training opportunities).
- Facilitating the sharing of cluster school planning, assessment and reporting.
- Facilitating and providing content sharing within school and across the cluster.
- Developing opportunities for content creation in house (as a training opportunity and resource development strategy).

The IT coordinator offers training following lessons observations, and both leads and supports Year Group teams with planning and will offer technical advice when necessary.

## **9. Management of Information, Transfer and Transition:**

Management information system data is stored on the administration server and is

managed and updated by the technician. This is the central pupil data source and is backed up remotely and stored off-site. All pupil work (and Administration backup) is saved online daily and stored off site. In addition, a RAID server is also in place ensuring a further secure backup and archiving process.

The system is supported by local authority technical services (OCL) and is monitored by the Headteacher. National data evaluation tools including RAiSEonline are used in conjunction with the school's own tracking systems and are analysed by all teachers each term in line with the school's assessment and self - evaluation policies. The school is committed to the reduction of administrative tasks through the effective use of IT. MIS data is available for school transfer purposes wherever applicable and is fully integrated within LA-supported transfer protocols.

All staff accessing the school's pupil databases must be mindful about data protection issues regarding such data (see Online Safety policy). Restricted or sensitive pupil data must not be copied from the network. Folders containing restricted or sensitive information have been created on the network and these can only be accessed by staff possessing security clearance.

## **10. Legislation:**

Staff should be aware of appropriate legislation relating to Computing with respect to copyright and data protection. Transfer and storage of information on the network is governed by the school's data protection and Online Safety policies. The school's Internet Use Policy governs use of internet-based materials. The school also complies with the LCC AUP (Acceptable Use Policy).

*\*Further details contained within the Online Safety policy.*

## **11. Child Protection and Internet Access:**

Child protection is central to the ethos of Shakespeare school. All staff are aware of the potential risks facing children while undertaking IT and Computing related work and tasks that require internet or web-based activity. The school network is protected by a firewall and security management service (Sophos) but it is understood by staff that no one system offers complete protection & that there is a need to be continually vigilant and to teach children safe internet usage habits. All children receive Online Safety training embedded continuously across the curriculum and key messages are reinforced during lessons. Pupils are taught what to do if encountering upsetting or offensive content online and are expected to apply rules of correct use when engaged in any Computing or IT supported work. A dedicated online safety day is used annually to reinforce these messages. Also, a full half term annually of the Shakespeare Computing Curriculum is focussed solely on Online Safety. These messages are not only reinforced each year but built upon, matching age-related expectations.

The school's Online Safety procedures are reviewed annually in order to remain current with technological developments. It is essential therefore that all staff are familiar with latest procedures and that all pupils using the network, and the school intranet, are governed by the school Acceptable Use Policy. Pupil use of the internet and e-mail is also governed by the school's Acceptable Use Policy. Any infringements must be logged and reported to the Headteacher.

## **12. Health and Safety Procedures:**

The school recognises the need for robust risk assessments to be carried as an integral part of organising and managing IT and Computing. Health and Safety considerations are of equal importance and relate to all aspects of IT and Computing activities. These include the following:

- moving and setting up equipment safely.
- establishing safe and secure working conditions.
- general electrical safety issues.

All equipment installation and use will comply with prevailing national and local Health and Safety guidelines and the school's Health and Safety procedures. Equipment is safety tested annually in accordance with LCC guidelines.

In order to maximise levels of safety:

- teachers should routinely check equipment, including cabling and report any concerns immediately.
- only PAT tested appliances must be used in school.
- children must be carefully supervised when using electrical equipment.
- equipment must not be used or located near water or other liquids.
- food and drinks must be kept away from electrical equipment.
- computer work areas (and surrounds) must be uncluttered and enable ease of access to equipment.
- equipment and activities should not obstruct doorways.
- there should be no trailing cables in classrooms.
- user hands must be clean and dry.
- children are not permitted to set up electrical equipment.
- children are not to turn equipment off and on at wall sockets.
- children are not to be involved in charging or storing mobile equipment.
- children are not to lift and move heavy equipment and should be taught how to carry handheld devices correctly and safely.
- adults must take particular care when lifting, moving and connecting equipment.

Consideration must be given to correct seating, mouse positioning and amounts of time that children are expected to work at computers without breaks (20 minutes maximum is recommended). The use of small screen and handheld mobile equipment raises new issues and teachers should ensure that children are provided with the opportunity to operate devices in comfort and without risk, providing specific teaching and guidance as required.

Although ultra short throw projectors significantly reduce the risk of accidental eye damage resulting from viewing the beam directly, children should be advised about safe practice.

## **13. Anti-Virus Policy:**

Shakespeare Primary School's networked computers are protected by LCC Sophos

anti-virus software, which is downloaded via the Internet, and its database updated on a regular, scheduled basis. The IT technician will check all computer drives in order to ensure that the network remains virus free. In order to minimise the risk of data loss through virus contamination, all staff must adopt the following procedures:

- As far as possible, staff should plan on site or by using their teacher laptops at home.
- If downloading content from portable hard drives or writable CD/DVD disks, these should be scanned by antivirus software before downloading to school machines and the network. The Computing Coordinator and technician should be consulted if there are concerns about the process of virus checking.
- E-mails from unknown parties, especially those containing attachments should not be opened. Deleting files is recommended or scanning on the advice of the Computing Coordinator or technician.
- Any contamination should be reported immediately to the Computing Coordinator or technician who will log the incident and implement repairs
- Pupils are not permitted to bring files into school for downloading unless specific permission is given, and files antivirus checked.
- Visitors to school must not download content on to the school network without permission

#### **14. Laptop Computers and Other Equipment for Staff Use:**

School laptops are available which provide the following:

- The ability to use both Windows operating systems and software (unless modified by alternative agreement).
- The ability to carry out schoolwork at home.
- The ability to access the internet using school and home connections.
- Wireless capability enabling work to be undertaken in any location within school.

#### **Conditions of Use:**

Teacher laptops are the property of the school and are covered by school insurance policies. Each machine is registered to a specific staff member and is signed for. All laptops are protected by both visible and DNA security coding. Laptops and other teacher equipment are audited annually.

In signing and taking possession of a school laptop, each staff member agrees to comply with the following conditions:

- The laptop must be treated with care and transported in a suitable case (provided by the school).
- The laptop is for the exclusive use of the staff member who has signed for it. Staff laptops are not to be used by others, including family members.
- Managing security updates (including antivirus) is the responsibility of individual staff. Laptops used regularly in school will automatically update wirelessly.
- No personal materials are to be stored on staff computers (e.g. family photographs, music and video).
- Individual staff are responsible for ensuring that planning and lesson materials do not infringe copyright.

- Potentially sensitive pupil and school data is not to be stored on staff laptops (e.g. named photographs, additional needs planning data, and specific school network contents).
- Loss or damage must be reported immediately
- Core software is provided by the school and no other software must be installed without permission. The downloading of 'paid' applications must follow school policy relating to this area and staff should not purchase applications with the expectation that funds can be re-claimed from the school.

### **Staff use of iPads, Digital Video and Stills Cameras:**

Each Year Group iPad set contains one device clearly labelled for teacher use. This will be used for teaching purposes, such as sharing to the board, accessing email and calendar and for accessing Class Dojo social media system as well as reporting child protection concerns using CPOMs.

Digital video cameras must only be signed out in order to produce lesson materials. Appropriate paperwork is in place to enable these items to be removed from the premises. As with staff laptop use, due care and consideration regarding usage and content contained on units is of great importance. Paperwork and procedures reflect the school commitment to protecting pupils, staff and hardware itself.

### **Staff use of mobile phones:**

Staff should only use their phones during non-contact time and within areas of the school where pupils are not present. There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time. For instance:

- For emergency contact by their child, or their child's school.
- In the case of acutely ill dependents or family members.

The head of school will decide on a case-by-basis whether to allow for special arrangements.

The school cannot take responsibility for items that are lost or stolen.

Staff must not use their mobile phones to take photographs or recordings of pupils, their work, or anything else which could identify a pupil. If it's necessary to take photos or recordings as part of a lesson/school trip/activity, this must be done using school equipment.

In some circumstances, it may be appropriate for staff to use personal mobile phones for work. Such circumstances may include, but aren't limited to:

Emergency evacuations  
Supervising off-site trips

Supervising residential visits

In these circumstances staff will use their phones in an appropriate and professional manner, in line with our staff code of conduct.

Mobile phones are also used in school as a means of securing the CPOMs incident reporting system with dual factor identification. Whilst dual factor identification is not required to read and write CPOMs reports it is required to allow staff to search through them. Mobile phones should not be used to access CPOMs to read these reports whilst children are in the room.

This guidance should be seen as a safeguard for members of staff, the school and the Local Authority. Staff should understand that failure to comply with the policy is likely to result in the enforcement of the Whistleblowing policy and associated procedures.

### **15. Monitoring, Evaluation and Review:**

The Computing Coordinator in consultation with the Headteacher and staff will monitor the effectiveness of this policy. It will be reviewed and updated by the Computing Coordinator on an annual basis or as required (due to changing legislation and school factors).

Document last updated by R. Howarth, Computing Coordinator (January 2024).