

Tas Valley Church Schools Federation

Computing and E-Safety Policy



Formally adopted by the Governing Board of:-	Tas Valley Federation
On:-	
Chair of Governors:-	Diane Perry-Yates
Last updated:-	

Computing and E-Safety Policy

Name of school:	Tas Valley Federation
Date of Policy:	Spring 2022
Next Review:	Spring 2025
Members of staff Responsible:	Headteacher

1. Why do we teach Computing?

- 1.1 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.
- 1.2 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

2. Our aims when teaching Computing

- 2.1 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

3. Teaching and learning style

- 3.1 We recognise that our pupils may have 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

3.2 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.

4. How is Computing used to support curriculum subjects?

4.1 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.

5. Early Years Foundation Stage (EYFS)

5.1 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 pupils' 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.

5.2 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.

6. Teaching Computing to pupils with special needs

- 6.1 At Tas Valley Federation, we teach Computing to all pupils, whatever their ability. Computing forms part of our curricular aim to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of pupils with special educational needs. 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 individual targets within IEPs and EHCPs.

7. Assessment and recording

- 7.1 To ensure pupils are able to meet age appropriate expectations in Computing, teachers provide appropriate learning opportunities for them.
- 7.2 Teachers assess pupil's work in Computing by making informal judgements as they observe them during lessons. 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.
- 7.3 On completion of a piece of work, the teacher marks it and comments where necessary. Assessments are used to inform teachers at times of transition, as well as for the basis of report writing and assessing the progress of pupils throughout the school.

8. Developing and monitoring the Computing curriculum

- 8.1 Whenever possible, it is the responsibility of the Computing subject leader to monitor the standards of work, the quality of teaching and learning. 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.

9. E-Safety

- 9.1 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. This learning will be regularly revisited. We will also teach e-safety in response to specific events and national campaigns. Parent/Carer e-safety support and resources will also be provided and are available via the website.

10. Resource Management

- 10.1 Human:
Class teachers have access to a laptop for planning and delivery of Computing within school. Tablets are also available school use. Teaching assistants can also have access to laptops to support learning.

10.2 Technical:

The school has ~~with~~ external technical support to ensure smooth running of the entire computer network.

10.3 The school internet access is provided by JComputer Technologies and includes filtering appropriate to the age of pupils in line with the Norfolk County Council firewall.

11. Resources

11.1 Each classroom has access to computing trolleys containing laptop computers. This enables whole class teaching, small group work and it helps to facilitate intervention groups.

11.2 All classrooms have access to iPads/tablets, an interactive whiteboard.

12. 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.
- 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.

13. 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.

14. Related Policies:

- Safeguarding Policy and Child Protection
- School Website Policy

- Anti-bullying Policy
- Data Protection Policy
- Behaviour Policy
- RSE and Health Education Policy
- Social Media Policy

Appendix 1

SMART Rules

Appendix 2

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

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

1. Aims

- 1.1 Due to the recent school closure, teachers may use video conferencing platforms in order to connect with students or deliver virtual lessons. This document provides guidelines for staff members if they choose to use video conferencing 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 Tas Valley Federation, the preferred video conferencing platform available for teachers to use is 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 Tas Valley Federation, the preferred video conferencing platform available for teachers to use is Microsoft Teams (the chosen platform by most external agencies).

4.2 The following guidance has been provided for using video conferencing 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. If this were to occur, the staff member should rearrange.
- Teachers must use class email accounts when video conferencing, not their personal email accounts or individual email addresses.
- 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 Teams.
- 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 Seesaw 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.
- 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. 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.
- Prevent Participants from Screen Sharing.
- 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.
- Prevent recordings.
- Limit screen sharing

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 Teams meeting session as a participant.
- 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 may 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 Tas Valley Federation 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.