Computing Policy
Sheep Dip Lane Academy

Author/Owner (Name and Title)	Miss Broxholme - Computing Lead
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INSPIRE

INCLUDE

INTEGRIT

EXCEE

Version	Revision Date	Revised by	Section Revised
V1	January 2022	C Broxholme	New Policy
V2	January 2025	C Broxholme	All section and new cover

Introduction
This policy should be read in conjunction with other policies including the Anti-Bullying Policy, Behaviour Policy and Behaviour Strategy, Online Safety Policy, ICT Acceptable Use Policy for Children and Young People, ICT Acceptable Use Policy for Staff, Visitors and Pupils, Safeguarding and Child Protection Policy and the Staff Code of Conduct.

Throughout the policy, 'Computing' is used to refer to the specific curriculum subject and 'ICT' to describe the broader use of technology.

This policy explains the framework for how Computing as a subject will be taught in school and how the general use of ICT will be monitored. ICT equipment and resources within our school are provided to enhance pupils' learning and to aid staff in their delivery of the curriculum. It outlines the knowledge, language and concepts that should be taught in Computing and includes a summary of the Computing knowledge and principles that underpin our approach. It is influenced by documents and research, including https://www.gov.uk/government/publications/research-review-series-computing/research-review-series-computing and https://teachcomputing.org/

We believe good teaching of Computing opens pupils' eyes to the digital world and prepares children for adult life and employment. It enables pupils to gain the knowledge and skills that will help them contribute to society and world they live in. We are becoming ever more reliant on technology and ICT in every aspect of our lives so it is essential we teach pupils to be digitally literate and prepared for the future. With AI, robotics, automation and cyber security coming to the forefront it is imperative that children leave school with a good grounding of computational thinking and problem solving.

Intent
It is our intention that through studying Computing, pupils become more expert as they progress through the curriculum, accumulating, connecting and making sense of the substantive knowledge and disciplinary knowledge/skills.

    1. **declarative knowledge (know that)** - this is the subject knowledge and explicit vocabulary used to learn about the content. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content.

    2. **procedural knowledge (know how)** – this is knowing how to collect, use, interpret, understand and evaluate learning through the Computing knowledge that is taught. It is not assumed that pupils will acquire these skills by luck or hope.

We acknowledge that the Computing curriculum is split into three main pillars and content areas:

Computer science   **Information technology**   **Digital literacy**

'However, these pillars do not sit separately from each other. Knowledge from each pillar complements the others and some subject content only exists at the interplay between these 3 pillars.' Therefore all learning outcomes are planned out under four strands, which provides categories and an organised view of content to encapsulate the discipline of Computing:

- Computer Systems and Networks- Understand what a computer is, and how its constituent parts function together as a whole, and understand how networks can be used to retrieve and share information, and how they come with associated risks
- Programming- Create software to allow computers to solve problems
- Creating Media- Select and create a range of media including text, images, sounds, and video
- Data and Information- Understand how data is stored, organised, and used to represent real-world artefacts and scenarios

Embedded within these main strands, are the following Digital Literacy skills that are crucial for pupils use of technology in the world:

- **Effective use of tools** — Use software tools to support computing work
- **Impact of technology** — Understand how individuals, systems, and society as a whole interact with computer systems
- **Safety and security** — Understand risks when using technology, and how to protect individuals and systems

Computing is planned so that the retention of knowledge is much more than just 'in the moment knowledge', which can be seen in the way in which we structure our lessons.

The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect significant Computing concepts, over time, and with increasing expertise and knowledge.

Our Computing Curriculum has sequenced the national curriculum into meaningful and connected 'chunks' of content to reduce the load on the working memory as well as creating coherent and strong long-term memories. The sequence of substantive and disciplinary knowledge enables pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented Computing knowledge and weak disciplinary knowledge. High frequency, multiple meaning words (Tier 2) are taught explicitly and help make sense of subject specific words (Tier 3).

Progression overview and implementation

Early Years

As young children take part in a variety of tasks with digital devices, such as moving a Bee Bot around a classroom, they will already be familiar with the device before being asked to undertake tasks related to the key stage one (KS1 - ages 5 - 7 years) Curriculum, such as writing and testing a simple program. Not only will children be keen to again use a device they had previously enjoyed using, their cognitive load will also be reduced, meaning they are more likely to succeed when undertaking activities linked to the next stage in their learning. Within the revised EYFS statutory framework, there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the Computing Curriculum.

KS1 and KS2

We implement our intent using NCCE Teach Computing programme of study. The Teach Computing Curriculum (ncce.io/tcc) is a comprehensive collection of materials produced to support teaching, facilitating the delivery of the entire English Computing Curriculum. All content is free, and editable under the Open Government Licence (OGL — ncce.io/ogl), ensuring that the resources can be tailored to each individual teacher and school setting. The materials are suitable for all pupils irrespective of their skills, background, and additional needs. The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly. It also ensures that connections are made even if different teachers are teaching the units within a theme in consecutive years. The Teach Computing Curriculum has been designed to reduce teacher workload. To ensure this, the Teach Computing Curriculum includes all the resources a teacher needs, covering every aspect from planning, to progression mapping, to supporting materials.

Inclusive and ambitious

The Teach Computing Curriculum has been written to support all pupils. Each lesson is sequenced so that it builds on the learning from the previous lesson, and where appropriate, activities are scaffolded so that all pupils can succeed and thrive. Scaffolded activities provide pupils with extra resources, such as visual prompts, to reach the same learning goals as the rest of the class. Exploratory tasks foster a deeper understanding of a concept, encouraging pupils to apply their learning in different contexts and make connections with other learning experiences. As well as scaffolded activities, embedded within the lessons are a range of pedagogical strategies, which support making Computing topics more accessible.

Research-informed

The subject of Computing is much younger than many other subjects, and as such, there is still a lot more to learn about how to teach it effectively. To ensure that teachers are as prepared as possible, the Teach Computing Curriculum builds on a set of pedagogical principles (see the 'Pedagogy' section of this document), which are underpinned by the latest computing research, to demonstrate effective pedagogical strategies throughout. To remain up-to-date as research continues to develop, every aspect of the Teach Computing Curriculum is reviewed each year and changes are made as necessary.

Pedagogy

The National Centre for Computing Education's pedagogical approach consists of 12 key principles underpinned by research: each principle has been shown to contribute to effective teaching and learning in Computing. It is recommended that Computing teachers use their professional judgement to review, select, and apply relevant strategies for their pupils. These 12 principles are embodied by the Teach Computing Curriculum, and examples of their application can be found throughout the units of work at every key stage. Beyond delivering these units, you can learn more about these principles and related strategies in the National Centre for Computing Education pedagogy toolkit (ncce.io/pedagogy).

- **Lead with concepts** Support pupils in the acquisition of knowledge, through the use of key concepts, terms, and vocabulary, providing opportunities to build a shared and consistent understanding. Glossaries, concept maps, and displays, along with regular recall and revision, can support this approach.
- **Work together** Encourage collaboration, specifically using pair programming and peer instruction, and also structured group tasks. Working together stimulates classroom dialogue, articulation of concepts, and development of shared understanding.
- **Get hands-on** Use physical computing and making activities that offer tactile and sensory experiences to enhance learning. Combining electronics and programming with arts and crafts (especially through exploratory projects) provides pupils with a creative, engaging context to explore and apply computing concepts.
- **Model everything** Model processes or practices — everything from debugging code to binary number conversions — using techniques such as worked examples and live coding. Modelling is particularly beneficial to novices, providing scaffolding that can be gradually taken away.
- **Foster program comprehension** Use a variety of activities to consolidate knowledge and understanding of the function and structure of programs, including debugging, tracing, and Parson's Problems. Regular comprehension activities will help secure understanding and build connections with new knowledge.
- **Create projects** Use project-based learning activities to provide pupils with the opportunity to apply and consolidate their knowledge and understanding. Design is an important, often overlooked aspect of computing. Pupils can consider how to develop an artefact for a particular user or function, and evaluate it against a set of criteria.
- **Add variety** Provide activities with different levels of direction, scaffolding, and support that promote learning, ranging from highly structured to more exploratory tasks. Adapting your instruction to suit different objectives will help keep all pupils engaged and encourage greater independence.
- **Challenge misconceptions** Use formative questioning to uncover misconceptions and adapt teaching to address them as they occur. Awareness of common misconceptions alongside discussion, concept mapping, peer instruction, or simple quizzes can help identify areas of confusion.
- **Make concrete** Bring abstract concepts to life with real-world, contextual examples, and a focus on interdependencies with other curriculum subjects. This can be achieved through the use of unplugged activities, proposing analogies, storytelling around concepts, and finding examples of the concepts in pupils' lives.
- **Structure lessons** Use supportive frameworks when planning lessons, such as PRIMM (Predict, Run, Investigate, Modify, Make) and (Use-Modify-Create). These frameworks are based on research and ensure that differentiation can be built in at various stages of the lesson.
- **Read and explore code first** When teaching programming, focus first on code 'reading' activities, before code writing. With both block-based and text-based programming, encourage pupils to review and interpret blocks of code. Research has shown that being able to read, trace, and explain code augments pupils' ability to write code.

Curriculum Sequences

Our Computing knowledge and skills are covered through the NCCE programme to ensure that children are taught the appropriate content to support their development. Our teaching of Computing is progressive. The Teach Computing Curriculum is a spiral curriculum with units building progressively from year to year. The curriculum is structured into 6 units for each year group, and each unit is broken down into lessons. Below shows the 6 units, which are covered:

Computing Systems and Networks	Creating Media	Creating Media	Data and Information	Programming	Programming
recognise common uses of information technology beyond school

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

Searching | use technology purposefully to create, organise, store, manipulate and retrieve digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | use technology purposefully to create,, manipulate and retrieve digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals | use technology purposefully to organise and store 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 | 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 | design, write and debug 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 |

Online Safety
Effective Use of Tools
**Impact of Technology**

Computer Science
Computer Systems and Networks:

The Computer Systems and Network unit build on the prior learning from the year before and is sequenced progressively throughout the primary phase. The graphics below show how the unit spirally progress from year to year.

Computing Systems and Networks
Strand Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technology Around Us
6 hrs

Recognising technology all around us and beginning to use keyboard and mouse. | Information Technology Around Us
6 hrs

Recognising that there are peripherals that work with devices. | Connecting Computers
6 hrs

Understand the IPO model. Recognise computers are connected within a network | What is the Internet?
6 hrs

Recognising the internet as a network of networks Internet fundamentals | Sharing Information
6 hrs

How computing systems share information How the internet shares information Collaboration | Communication
6 hrs

Search Engines Websites Online Communication |

Programming: Our curriculum incorporates two programming units: Programming A and Programming B, to highlight the emphasis of Computer Science statements in the national curriculum. Programming is revisited twice within a
year, with unit B progressing from what they have learnt from unit A. Within Key Stage 1, they look at two different formats: Beebots and Scratch Junior. The learning from Year 1 is built upon in Year 2. In Key Stage 2, the national curriculum statement *"use sequence, selection and repetition in programmes; work with variables*

and various forms of input and output" has been identified as a key area, where progression of skills is needed and therefore, the curriculum organisation is sequenced to ensure this. For example, Year 3 focus on sequence, Year 4 focus on repetition, Year 5 on selection and Year 6 on variables. Each year group looks at their skills in depth and masters these over the two units.
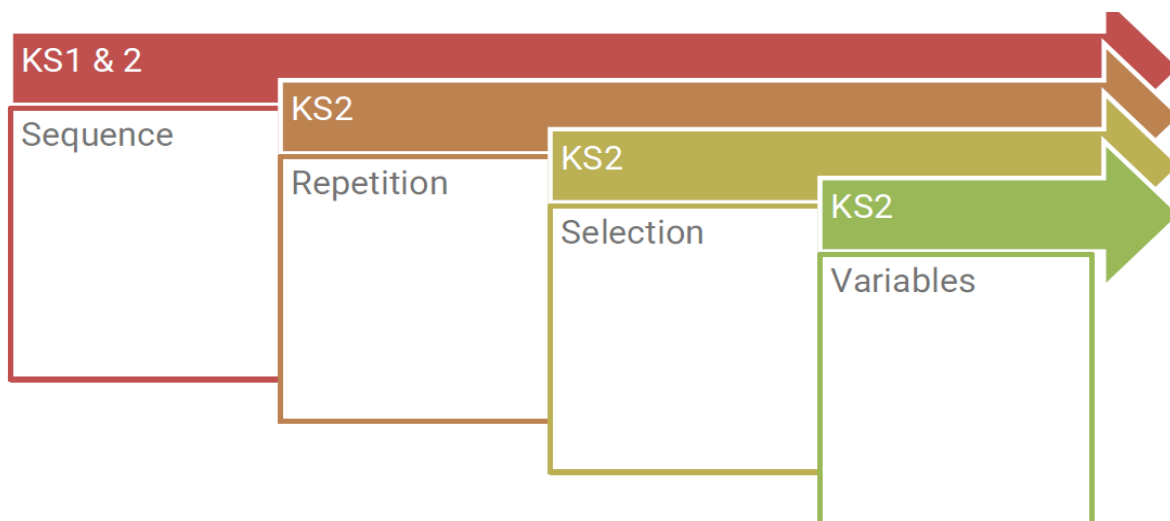
Information Technology
Creating Media
Our Creating Media units focus on four main themes: text, graphics, video and audio. Rather than revisiting the same software each year, the curriculum is sequenced to revisit skills learnt prior and apply these using new software, with each year group delivering two units.
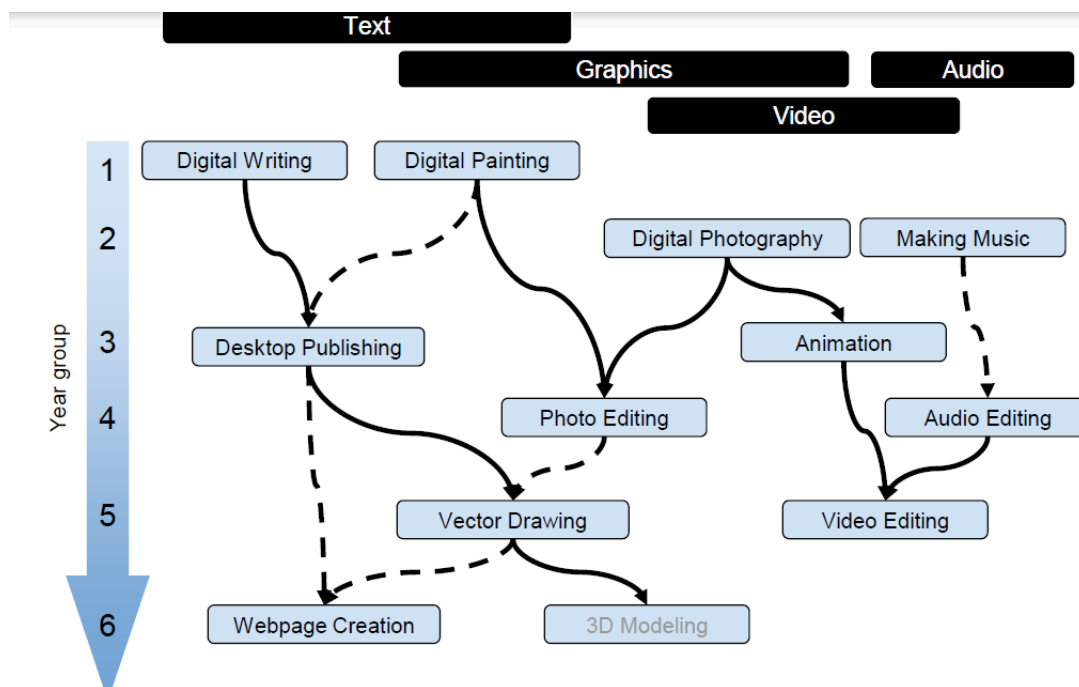
Data and Information

The Data and Information unit works in the same way as the Computer Systems and Networks strand, with a unit per year group, looking at different forms of presenting data through Key Stage 2.

Online safety

The unit overviews for each unit show the links between the content of the lessons and the national curriculum and Education for a Connected World framework (ncce.io/efacw). These references have been provided to show where aspects relating to online safety, or digital citizenship, are covered within the Teach Computing Curriculum.

Lesson Structure

Lessons typically are split into six phases:

- CONNECT This provides an opportunity to connect the lesson to prior learning from a previous module or lesson. Teachers return children's attention to the previous lesson's knowledge note/the big idea for the learning module, including key vocabulary. Examples of thinking harder routines include Flick Back 5, Recap questions, Quizzing. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing, allows for a few questions to be asked each lesson, which are built upon the previous lesson.
- EXPLAIN This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the declarative and procedural knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, and images so that explanations are precise.
- EXAMPLE Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching. An example in Computing could be demonstrating how to create an algorithm (set of instructions that tells the device what to do), before creating an algorithm for Bee Bot or in Scratch together.
- ATTEMPT Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in floor books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed. Extending the previous Computing example, pupils could practise creating their own algorithms.
- APPLY This is where pupils would typically begin to record in individual pupil activity sheets, on Seesaw or in floor books in KS1 or on digital floor books in KS2. The number of scaffolds may vary.
- CHALLENGE Teachers get the children to interrogate their learning - summarise, explain, compare and contrast. Tools are built into routines to reduce overload and allow for hard thinking. These can be adapted for children based on their individual needs.

Impact

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become **permanently embedded** in children's long-term memory in addition to looking for **excellence** in their outcomes. We use four main tools to quality assure the implementation and impact of our curriculum:

- **Learning observations/through drop ins** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
- **Professional growth models** help to improve staff subject knowledge and evidence informed practice such as retrieval and spaced practice, interleaving and explicit instruction techniques.
- **Assessment and achievement** articulate the outcomes from tasks and tests, how well the content is understood and what the strengths and limitations are; it informs what to do next.
- **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When undertaking these we ask the following key questions:

- How well do pupils remember the content that they have been taught?
- Do books and pupil discussions radiate excellence?
- Does learning 'travel' with pupils and can they deliberately reuse it in more sophisticated contexts?

Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include: retrieval practice, vocabulary use and application, deliberate practice and rephrasing of taught content, cumulative quizzing within the learning sequence, summarising and explaining the learning question from the sequence, tests and quizzes. Teachers use information from tasks, tests, pupil book studies and other monitoring to support learning by responding to the gap between where pupils are and where they need to be. In lessons, they adapt explanations and examples to address misconceptions and provide additional practice or challenge where required. After lessons or tests, they analyse pupils' responses to identify shared and individual gaps in learning and misconceptions. Teachers then adjust subsequent planned teaching in response.

We use **summative assessment** is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the curriculum). A pupil working at age-related expectations should be able to meet the success criteria for each lesson by the end of the unit. We make summative judgements annually and report these to the subject leader.

Pupil book study is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above

tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they

implement subjects and to make recommendations about the suitability of the intent for their subject. The Subject Leader formally reports on the impact of the curriculum termly to the Curriculum Leader, Principal and Governors.

Online home Learning
As a school, we value the importance of providing opportunities for children to learn outside of school and we will provide these depending on the age of the child. We use an online platform app 'Seesaw' and Google Classroom for pupils in Y1 to Y6 and tapestry for EYFS pupils. Using these we set activities linked to learning that has taken place in school to embed knowledge and skills and support the teaching and learning cycle.

Assessment
Computing will be assessed in a number of ways using formative and summative assessment. Formative assessment will happen during Computing lessons on an informal basis by staff and will be used to inform future planning. Children will store their work on the network and learning platforms which will then enable staff to view a child's complete portfolio and make summative judgements.

Equal Opportunities and Inclusion
We will ensure that all pupils are provided with opportunities to access the Computing Curriculum throughout the school. Where necessary, we will endeavour to make adaptations to the environment or provide software that will enable all learners to achieve. Children without internet access at home are able to use the school computers to do any online homework.

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 parents informed as necessary through newsletters and parent events.

Roles and Responsibilities - Teachers
Class teachers are responsible for planning, teaching and recording pupil progress in Computing in accordance with guidance provided by the Computing Subject Leader. Teachers are also responsible for using ICT on a daily basis with their class, including the use of the interactive whiteboard to provide visual stimulus and the use of laptops, chromebooks and Ipads to support pupils learning across the curriculum.

Teachers should teach pupils how to stay safe online and respond to and report any online safety or cyberbullying issues that they encounter in or out of school. This is in accordance with online safety procedures in the Online Safety Policy and ICT Acceptable Use policies. Staff should sign and adhere to the Staff ICT Acceptable Use Policy.

Roles and Responsibilities - Pupils
Pupils should follow the guidelines laid out in the ICT Acceptable Use Policy for Pupils. They should ensure that they use the computers and ICT equipment appropriately at all times. It is expected that children will follow the school's Behaviour Policy and Online Safety Policy when using the internet. They are also expected to adhere to

the school's Anti-Bullying Policy. If the children fail to do so, then the procedures outlined in these policies will be applied.

Roles and Responsibilities - Parents
Parents should stay vigilant to the websites and content that their children are accessing and try to talk to their child about online safety and the use of the internet. If they have any questions or concerns then they should speak to their child's teacher, Computing Subject Lead or the School Principal.

Roles and Responsibilities - Governors and visitors
School Governors should abide by the guidelines set out for staff and ensure that any use of computers and equipment within school is carried out in accordance with this. If either a visitor or governor wishes to have a temporary account to login to the school network, they should speak to the Computing Subject Lead, School Principal or School Business Manager.

Equipment - Hardware and Software
ICT equipment should be used with care to preserve life and prevent wastage. To promote this, no food and drink is allowed near ICT equipment. Hardware should not be installed without the permission of the Computing Subject Lead. The installation of software unauthorised by the school, whether licensed or not, is forbidden. If you are unsure, please speak to the Subject Leader, School Business Manager or Exceed Learning Partnership's ICT Support Team. The school reserves the right to examine or delete any files that are held on its system.

Sustainability and Environmental Impact
Hardware is disposed of safely and securely in accordance with WEEE.

Network
Accounts on the network are created and monitored by the Exceed Learning Partnership's ICT Support Team. Staff are issued with a username for the network and a temporary password which needs to be changed in accordance with the schools password procedures. Children have individual logins with usernames, passwords or magic badges.

When a new child joins, it is the responsibility of the class teacher to inform the Subject Leader and the Exceed Learning Partnership's ICT Support Team of the child's name and year group via the Exceed ICT help desk at ictsupport@elp.org.uk. The Computing Subject Lead, class teacher and pupil will then be provided with a network login and accounts for online tools. Once they have left our school, the child's account and their content will be removed.

The school has a wireless network. Staff may connect their own laptop/devises to this network providing that the Computing Subject Leader and School Business Manager has checked the laptop for appropriate anti-virus protection software. On request, the wi-fi password can be shared which will be retained by the laptop/device for future use.

Passwords
The Exceed Learning Partnership's ICT Support Team holds the passwords to different areas of the school network and has administrator access. They have the admin login to the server to manage user accounts and additional software. Users will be given access to systems at the appropriate level.

All staff have password protected access to the school network and the initial password must be changed at first login. Staff should make sure that any passwords they use are strong and contain a mixture of some of the following; upper- and lower-case letters, numbers and punctuation. These should be changed regularly, especially if the user suspects others may know the password. Staff should be aware of and apply the guidance given in the Staff AUP with regard to data security. For online services used in school such as TT Rock Stars, Reading Plus. Seesaw, Tapestry and Google Classroom, it is important that these details are not accessible to pupils at any point.

For these sites, children have personal passwords. These passwords are site-specific and as children progress through the school they will be taught about choosing sensible and secure passwords for online sites and apps.

Backups
The data stored on the school's network is backed up on site and remotely by the Exceed Learning Partnership's ICT Support Team. Staff need to notify the subject leader and the Exceed Learning Partnership's ICT Support Team immediately if they realise something has been accidently deleted so that copies of files can be recovered.

Technical Support
A detailed description of any equipment failure or hardware or software errors should be reported by staff to ictsupport@elp.org.uk and the Computing Subject Leader. Hardware and software technical support is provided remotely and on-site by the Exceed Learning Partnership's ICT Support Team when required. Additional office-based support (e.g. MIS, SIMs) is also provided by the Exceed ICT support team help desk although for any SIMs issue staff must report via helpdesk@schoolicts.co.uk.

School Website
The school website is managed by the Office Manager and School Principal. All classes can submit documents and photographs for publication. Photographs including images of children need to be checked for parental permission and meet the criteria shown below before submission.

Digital and Video Images
As a school we will ensure that if we publish any photographs or videos of children online, we will:
- ensure that their parents or guardians have given us written permission.
- ensure if we do not have permission to use the image of a particular child, we will make them unrecognisable to ensure that they are not left out of situations unnecessarily.
- not include a child's image and their name together without permission from the parents or guardians e.g. if the child has won an award.
- ensure that children are dressed appropriately.
- remove photos at the request of a parent, guardian or child. This request can be made verbally or in writing to the child's teacher or to the Executive Business Manager. We will endeavour to remove the photograph as soon as possible.
- not re-use any photographs or recordings after a child leaves this school.
- ask parents or guardians not to record any public events e.g. school play or sports day.

Prevent Duty
Schools are expected to ensure children are safe from terrorist and extremist material when accessing the internet in school. This is achieved by establishing appropriate levels of filtering in partnership with Exceed

Learning Partnership's ICT Support Team, full filtering is currently in place which, amongst others, blocks access to social media sites and YouTube.

Mobile Phones - Staff

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) must not use a personal mobile phone to take pictures or recordings of pupils, however, may need to use their personal mobile phone for work activity, such as accessing emails or using authentication applications.

Staff who use their personal mobile phone, or other electronic device such as a tablet computer, for work email must have adequate protection in place to protect the sensitive data that email can contain, including a passcode of at least 6 digits long to unlock the device.

Should the device be lost or stolen, they must inform their Line Manager or Principal at the earliest opportunity so that steps can be taken to ensure sensitive data from emails remains secure.

Mobile Phones - Pupils

Our Primary Academies are 'Phone Free'. This means that pupils phones should not be seen, heard or used during the academy day. Pupils are not permitted to bring mobile phones or other electronic devices (such as tablets and smart watches) with them to school. However, the Trust recognises that pupils and their families may rely on mobile phones as a safety measure where children travel to and from their academy independently. Where this is the case, in line with the academies process for permitting children to travel to and from school independently, pupils may bring a mobile phone with them providing the following conditions are met:

- It is a day where the child is travelling independently
- The mobile phone is switched off and handed over to the class teacher on arrival to school
- The mobile phone is stored in a secure place, such as a locked drawer or cupboard or a locked 'cash tin'
- The mobile phone is only returned to the child at the end of the academy day

Internet and E-mail

The internet may be accessed by staff and by children throughout their hours in school and users are responsible for ensuring that they have logged off so that other users cannot access previously accessed sites. Staff need to be vigilant as to the sites children are accessing and children should not be using the internet unattended. The teaching of email, internet use and other aspects of online safety will be covered within the Computing and PSHE curriculum but staff should encourage regular dialogue that explores the benefits and potential dangers of using the internet. If users, especially children, see an inappropriate website or image, they should minimise the page immediately and report the site to their class teacher who will report this to the Subject Leader and Designated Safeguarding Lead. Exceed Learning Partnership's ICT Support Team to be contacted to attempt to get this site blocked.

Staff are provided with a school Google email address and need to follow the guidelines in the Staff AUP when using this.

Social Media

As a school we recognise that social media and networking are playing an increasing role within every-day life and that many staff are users of tools such as Facebook, Twitter and blogs for both personal and professional use. We will ensure that staff and children are kept fully aware of risks and issues that may arise and ways in

which to minimise these risks. Staff should apply the guidance given in the Staff AUP and Social Media policies with regard to social networking.

Pupils should not be signed up to most social networking sites due to the over-13 age limit. However, we recognise that many are signed up either with or without parental knowledge. As a school, we reserve the right to contact sites such as Facebook and ask them to remove our children's accounts should any issues, such as cyberbullying, occur.

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 Internet Acceptable Use Policy and useful ICT rules will be displayed to ensure they are seen by children and visitors.

If a teacher suspects an E-safety issue within school they should make notes related to the incident in accordance with school Anti-bullying and Behaviour policies. This should then be reported to the Computing Subject Lead and School Principal, recorded and parents contacted as appropriate.

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 emails. 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 to report it to the right place Or call a helpline like ChildLine on 0800 1111 in confidence.

Copyright
Copyright of materials 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. Children 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.

Responding to unacceptable use by pupils
Pupils should be aware that all e-safety issues will be dealt with quickly and effectively. When dealing with unacceptable use, staff should follow the Behaviour and Anti-bullying policies as necessary.

Responding to unacceptable use by staff
Failure to comply with the guidelines and expectations in the Staff AUP could lead to sanctions and possible disciplinary action in accordance with the school's policies and the law.

Acceptable Use Policy - Governors and Visitors
Visitors may be provided with accounts to our network and/or online systems on a case-by-case basis, depending on the purpose of the account requested. Users will be expected to follow the guidelines as set out for staff and understand that accounts may be removed at any time.

Complaints
Incidents regarding the misuse of the Internet by students will be forwarded to the School Principal and Computing Subject Leader, who will decide whether additional evidence should be gathered or recorded. A partnership approach with parents will be encouraged. Any complaint about staff misuse will be referred to the School Principal. Complaints of a safeguarding must be dealt with in accordance with safeguarding procedures.

Curriculum impact
After the implementation of this Computing Curriculum, children will be digitally literate and able to join the rest of the world on its digital platform. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

As children become more confident in their abilities in Computing, they will become more independent and key life skills such as problem-solving, logical thinking and self-evaluation become second nature.

Date of Policy   January 2025   To be reviewed   January 2028

Signed: Principal

Signed: Chair of Governors