



Shine like Stars



LOWDHAM C of E PRIMARY

ICT/Computing Policy

Love others – *“My command is this: love each other as I have loved you.”* John 15:12

Everyone join in – *“How good and pleasant it is when God’s people live together in unity!”* Psalm 133:1

Always do your best – *“Work at everything you do with all your heart.”* Colossians 3:23

Reach out – *“Do to others as you want them to do to you.”* Luke 6:31

Never give up – *“I can do all this by the power of Christ. He gives me strength.”* Philippians 4:13



Lowdham CofE (Aided) Primary School ICT and Computing Policy

Introduction

ICT and computing is changing the lives of everyone, especially children and young people. Through the teaching of ICT and computing, we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. ICT enables rapid access to ideas and experiences from a wide range of communities and cultures. Using ICT tools: pupils can find, explore, analyse, exchange and present information. We enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Increased ICT capability promotes initiative and independent learners. It must be our mission to enable all children in the school to develop the knowledge, skills and understanding that will enable them to function in this digital age. ICT skills are a major factor in enabling children to be confident, creative and independent learners. This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology.

Aims

It is the aim of **Lowdham CofE Primary School**:

- ☞ To provide all pupils with their National Curriculum entitlement.
- ☞ To ensure that their e-safety knowledge and understanding is up-to-date and secure enough for them to cope with questions and challenges when faced.
- ☞ To develop children's individual ICT capability to the best of their ability – both in skills and understanding, as well as knowledge.
- ☞ To ensure children's ICT experiences are progressive, coherent and relevant as they move through our school.
- ☞ To apply their ICT skills and knowledge to their learning in other areas.
- ☞ To allow all staff and children to gain confidence in, and enjoyment from, the use of ICT.
- ☞ To equip pupils with the confidence and capability to use ICT throughout their later life.
- ☞ To develop an awareness of the capabilities as well as the limitations of ICT.
- ☞ To recognize the potential, and deepen the awareness of the application and necessity of ICT in everyday life.
- ☞ To stimulate interest in new technologies.
- ☞ To encourage pupils with access to home computers to contribute to and enhance their school work and homework.
- ☞ To use ICT to keep parents informed in all aspects of school life.
- ☞ To plan both teaching and learning of ICT as a discrete subject and the use of ICT as a learning tool across the curriculum.
- ☞ To develop staff so that they are able to adapt to the continually changing challenges presented by ICT and in so doing ensure that our pupils receive an ICT education in line with their ability, access and needs.

Principles for the Teaching and Learning of ICT

It is the ICT Leader's responsibility to plan for the development of ICT skills.

Long Term planning: From the subject content for their key stage, teachers map which topics that the children study in each term during each year.

Medium Term planning: These outline the unit(s) of work for each term. They detail the key skills to be taught in each lesson (taken from the learning objectives) learning outcomes for each unit of work and stipulate the curriculum time that we devote to it. They also look at the expected milestones linked to each objective.

The ICT subject leader is responsible for reviewing these plans.

When teaching ICT, teachers are encouraged to use a variety of teaching styles to introduce new programmes and skills including:

- ☞ Planning activities that allow sufficient time for all individuals to take part.
- ☞ Effective teaching input to allow completion of tasks with minimum teacher intervention.
- ☞ Taking account of previous pupil knowledge/skills/understanding when planning for activities, especially for lower achieving and upper ability groups.
- ☞ Flexible groupings to ensure equal opportunities and that appropriate differentiation is maintained at all times to meet the needs of the individual children.
- ☞ Planning short, time-limited focused activities with some setting of tasks of increasing difficulty (not all children complete all tasks).
- ☞ Working individually, in pairs or small groups.
- ☞ Splitting larger projects into clearly defined pieces with different groups or individuals taking on responsibility for specific parts.
- ☞ Using teaching support staff to support the work of individual children or groups of children.
- ☞ Allowing opportunities for work to be printed for display or publishing on the school's Learning Platform: Class Dojo.

Planning

In common with other subjects in the school this takes place through:

- ☞ the school's long term plan
- ☞ half-termly medium term plans
- ☞ individual teacher's short term planning

The programmes of study are laid down in the 2014 Primary National Curriculum document. A more detailed breakdown can be found in the Focus Education Assessing Core and Non-core subjects' document from Oct 2018.

Three main areas are:

- ☞ Algorithms and programming
- ☞ Information technology
- ☞ Digital literacy

It is vital that children are provided with the opportunity to develop skills and techniques that will enable them to use the computer effectively and quickly. This includes familiarity with the keyboard and correct vocabulary. Using software set at the appropriate level of difficulty, when this is available, is helpful.

Classroom Management and Access to ICT

The school has a computer suite of networked PCs which is timetabled for classes throughout the week. The computer suite is used to provide the opportunity to teach ICT as a *discrete* and as a *curriculum* subject. A timetable of use is displayed in the computer suite, each class being entitled to a morning or afternoon slot of approximately 45-60 minutes each. Class teachers can also sign up for additional spare slots on a weekly basis so PCs can be used to enhance teaching and learning in other subjects.

Each class has its own iPad for use by staff and pupils and a laptop which is connected to the interactive whiteboard. The school also has shared resources such as: cameras, data loggers and Beebots.

There are also 15 iPads each for KS1 and KS2 which are centrally managed by the office. Staff know they need to speak with the office manager to push out specific applications to each iPad. These apps are for the purposes of the children's education and learning.

Within each class, hardware permitting, the children will have planned and regular additional access to ICT resources. Activities will be planned that consolidate and extend knowledge, skills and understanding and not simply used as a reward.

Classroom management considerations include:

- ☒ Using small groups/pairs/individuals.
- ☒ Clear teacher pre-instruction and focus of the task.
- ☒ Appropriate levels of intervention.
- ☒ The total amount of time planned for children to use the computer should be as high as possible.
- ☒ How to integrate and not have children miss other work.
- ☒ Placing the computer to avoid distracting others.
- ☒ Planning internet access carefully and with a purpose.
- ☒ Ensuring that the interactive whiteboards are used regularly in every classroom to enhance learning across the curriculum.

Cross Curricular Links

As a staff, we are all aware that ICT capability should be achieved through core and foundation subjects. ICT is used to support learning in other subjects as well as develop ICT skills.

Development and co-ordination of the ICT policy shall be responsibility of the ICT leader. However, the curriculum requires that pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support learning in all subjects, particularly in English and maths. The yearly planning for each subject will need to include references to the use of ICT.

Foundation Stage

In the Foundation Stage we follow the EYFS profile closely. The children do have the opportunity to use the computers, iPad, digital cameras, Beebots and music systems. Then, during the year, they gain confidence and start using the computers to access a variety of educational programmes. It is important that they use desktop computers (including a keyboard and mouse) as well as touchscreen devices (iPads).

Equal Opportunities

We endeavour to ensure that every child at **Lowdham CofE Primary School** has access to a broad and balanced ICT curriculum. All children whatever their prior knowledge and skills, are provided with opportunities to progress in ICT at individually appropriate levels. Children with Special Educational Needs have access to all areas of ICT curriculum and benefit from using ICT as it embraces access to the curriculum, and this in turn encourages motivation and



the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise ICT should be maximised. We are committed to providing a teaching environment conducive to learning. **Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.**

All pupils, regardless of race and gender, shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. The school will monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged. Children are exposed to positive images of computers and technology been used by all.

The school recognises the advantages of the use of ICT by children with Special Educational Needs. Using ICT can:

- ☒ address children's individual needs
- ☒ increase access to the curriculum
- ☒ enhance language skills

Health and Safety

The following guidelines are in place to promoted high standards in health and safety:

- ☒ Trailing leads should be made safe behind the equipment.
- ☒ Liquids must not be taken near the computers or be taken into the computer suite.
- ☒ Magnets must be kept away from all equipment.
- ☒ The computer must never be switched off when disks/removable storage are still in the computer.
- ☒ The recommended guideline for the maximum time a child should work at a computer is 2 hours a day with frequent breaks.
- ☒ Computer keyboards are a recognised source of RSI and suitable advice is available from the H&S co-ordinator.
- ☒ All hardware will undergo a safety check annually.
- ☒ Appropriate risks assessments are carried out and reviewed annually for the use of ICT equipment e.g. computer suite, projectors.
- ☒ All staff will carry out necessary risk assessments when using additional ICT equipment.
- ☒ Appropriate risk assessments are carried out and updated annually for staff who work with laptops regularly.
- ☒ The following guidelines for the safe use of computer projectors in the library (all classrooms now have interactive screens and no projectors):
 - Staring directly at the projector beam is avoided at all times.
 - Standing facing the beam
 - Standing facing the beam is minimised. Users, especially children, should keep their backs to the beam as much as possible. Using a pointer to avoid the user to enter the beam is recommended.
 - Children to be supervised at all times.
 - Use the room blinds to reduce the light levels.

We also recognise it is fundamentally important to ensure children are safe when using ICT and have systems in place for achieving this. We are committed to teach children a systematic

approach to e-safety when using the Internet, email and website or Class Dojo. (See **Acceptable Use Policy** for full details.)

Child Protection

Access to the Internet is available on many PC's in the school and this presents a safety problem. Infotech, as our ISP, provides a firewall protection to prevent children straying into unsuitable sites and the school has a **School ICT and Internet Agreement** as required. This agreement is made available to all pupils and parents in the KS1 and KS2 reading diaries and planners.

Radicalisation and Extremism for ICT

Indicators of Vulnerability to Extremism and Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.*
- *Seek to provoke others to terrorist acts.*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts.*
- *Foster hatred which might lead to inter-community violence in the UK.*

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- *Identity Crisis* – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- *Personal Crisis* – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- *Personal Circumstances* – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- *Unmet Aspirations* – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- *Experiences of Criminality* – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.

- *Special Educational Need* – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and / or behaviour.
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing Violent Extremism

Roles and Responsibilities of the **Single Point of Contact (SPOC)**, The SPOC for **Lowdham CofE School** is Matt Jones (Headteacher), who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness about the role and responsibilities of **Lowdham CofE Primary School** in relation to protecting students/pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism.
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism.
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process.
- Attending Channel* meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel* Co-ordinator.
- Sharing any relevant additional information in a timely manner.
- **Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Nottinghamshire Safeguarding Children Board, and it aims to:*
 - *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;*
 - *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and*
 - *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*

Assessment

Teachers should take every opportunity to gather evidence to help assess a child's achievements and needs. This may be:

- ☒ Information acquired from work that has been produced, marked and retained.
- ☒ Information acquired through observation – this may be in the form of notes or statements in record books.

This information should be used to inform short term planning, helping to build in differentiation and progression.

Children are continually assessed throughout a unit of work and future teaching input is adopted according to the needs of the class and individual children.

Resources

The ICT admin support holds a list of computers and peripherals together with location, serial numbers and approximate purchase/acquisition date. An up-to-date inventory of equipment is logged on the school's inventory record kept on the school's secure server.

We take advice from Infotech – on the purchase of appropriated hardware and software. Lowdham has a 32-station ICT suite complete with a Microsoft Windows network with Internet access and multimedia across the network.

All hardware is security marked.

Repairs /Maintenance

Repairs and maintenance beyond the skills of the ICT leader will be completed by Infotech under the terms and conditions of their Management Services Agreement. The school opts for their 'whole school' service which included one day a month onsite ICT support as well as access to their comprehensive helpdesk.

Computer Virus Protection

We have virus protection software on all computers. New discs, except shrink-wrapped software originals from manufacturers, will be virus checked before being used. Pupils generally store their work on the hard drive, but some class discs are also used. Pupils are not allowed to take these class disks home, to reduce the risk of virus infection. However, some pupils may do work at home and wish to continue in school. These discs must be checked on a protected computer first. We will review this situation as home/school use increases.

All computers used for administrative purposes have anti-virus software installed as recommended by Infotech.

Role of the ICT leader

The ICT leader at **Lowdham CofE Primary School** is to:

- ☒ Take the lead in policy development and ensure progression and continuity in children's experience of ICT throughout the school.
- ☒ Support colleagues in their efforts to include ICT in their development of detailed work plans and in their assessment and record keeping activities.
- ☒ Monitor progress in ICT and advise the headteacher on action needed.
- ☒ Providing or arrange appropriate INSET opportunities for colleagues.

Role of the Admin ICT support

- ☒ Take responsibility for the purchase and organisation of central resources for ICT.



- ☒ Provide technical support to colleagues in their use of ICT in the classroom and to take appropriate steps to keep up to date with developments in this rapidly changing field and pass on information to colleagues as appropriate.
- ☒ Providing or arrange appropriate INSET opportunities for colleagues.

Role of the Headteacher

The Headteacher is responsible for ensuring that the efforts of the ICT leader and class teachers result in the implementation of a broad and balanced ICT curriculum that provides pupils with access to the curricular entitlement. The Headteacher plays an important role in celebrating the progress and attainment of pupils in this area.

Professional Development

This provision is outlined in detail in the ICT Development Plan and includes:

- ☒ In-house training
- ☒ Attendance on courses as finances allow and according to the School Development Plan priorities.

The School's ICT Development Plan

Lowdham CofE Primary School has a plan for the development of ICT. This is to be regularly updated, in the light of the changing needs of the school and the use of technology in and out of school life (by children and adults). It also ties in with regular updates and briefings from CEOP and Childline in response to e-safety.

Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT subject leader who reports to the SLT. This is achieved through: work sampling, monitoring of planning and lessons, discussion with staff and pupils and looking at ICT displays. The ICT subject leader is also responsible for supporting colleagues in the teaching of ICT, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The ICT subject leader regularly discusses the ICT situation with the Headteacher and develops an action plan based on the strengths and weaknesses in the subject and areas for further improvement. This is shared with staff, the ICT working party and Governors and forms the basis for improving ICT in the school.

More Able Pupils in ICT

For any pupils demonstrating skills above the age related expectations there are opportunities on Espresso and Purple Mash for these to be developed.

Internet Policy

Use of the Internet – Lowdham CofE Primary School

1. Introduction.
2. Using the Internet for Education.
3. Pupils Access to the Internet.
4. Expectations of Pupils using the Internet.
5. Web Site Guidelines.
6. Internet Agreement – Pupil Version.

1. Introduction.

Usually, the resources used by pupils in school are carefully chosen by the teacher and determined by curriculum policies. Use of the Internet, by its nature, will provide access to information which has not been selected by the teacher. Whilst pupils will often be directed to sites which provide reviewed and evaluated resources, at times, they will be able to move beyond these, to sites unfamiliar to the teacher.

The problems and issues that have been highlighted by the media concern all schools. Whilst some of the media interest is hype, there is a genuine cause for concern that children might access unsuitable material either accidentally or deliberately.

The purpose of this policy is to:

- ☒ Establish the ground rules we have in school for using the Internet.
- ☒ Describe how these fit into the wider context of our discipline and PSE policies.
- ☒ Demonstrate the methods used to protect the children from sites containing pornography, racist or politically extreme views and violence.

The school believes that the benefits to pupils from access to the resources of the Internet, far exceed the disadvantages. Ultimately, the responsibility for setting and conveying standards that children are expected to follow, when using media and information resources, is one the school shares with parents and guardians.

At **Lowdham CofE Primary School**, we feel that the best recipe for success lies in a combination of site-filtering, of supervision and by fostering a responsible attitude in our pupils in partnership with parents.

Parents will be informed of the rules which form our Internet Access Agreement (KS1 & KS2 planner).

2. Using the Internet for Education

The benefits include:

- ☒ Access to a wide variety of educational resources including libraries, art galleries and museums;
- ☒ Rapid and cost effective world-wide communications;
- ☒ Gaining an understanding of people and cultures around the globe;
- ☒ Staff professional development through access to the new curriculum materials, experts' knowledge and practice;
- ☒ Exchange of curriculum and administrative data with LEA/DFEE;
- ☒ Social and leisure use;
- ☒ Greatly increased skills in Literacy, particularly in being able to read and appraise critically and then communicate what is important to others.

The school intends to teach pupils about the vast information resources available on the Internet, using it as a planned part of many lessons.

All staff will receive and evaluate resources available on web sites appropriate to the age range and ability of the pupils being taught and the IT leader will assist in the dissemination of this information.

Initially the pupils may be restricted to sites, which have been reviewed and selected for content. They may be given tasks to perform using a specific group of web sites accessed from a link on the network.

As pupils gain experience, they will be taught how to use searching techniques to locate and specific information for themselves. Comparisons will be made between researching from different sources of information, (videos, books, WWW). We hope that pupils will learn to



decide when it is appropriate to use the Internet, as opposed to other sources of information, in terms of: the time taken; the amount of information found; the usefulness and reliability of information located.

At times, information, such as text, photos etc may be “downloaded” from the Internet for use in pupils’ presentations. Tasks will be set to encourage pupils to view web sites and information with a critical eye.

3. Pupils’ Access to the Internet

Lowdham CofE Primary School uses Infotech’s “filtered” Internet Service, which will minimise the chances of pupils encountering undesirable material.

We will only allow children to use the Internet when there is a responsible adult present to supervise. However, it is unrealistic to suppose that the teacher’s attention will always be directed toward the computer screen.

Members of staff will be aware of the potential for misuse, and will be responsible for explaining to pupils, the expectation we have of pupils.

4. Expectations of Pupils using the Internet

- ☒ All pupils are expected to read and agree the Internet Agreement.
- ☒ At **Lowdham CofE Primary School**, we expect all pupils to be responsible for their own behaviour on the Internet, just as they are anywhere else in the school. This includes materials they choose to access, and language they use.
- ☒ Pupils using the World Wide Web are expected not to deliberately seek out offensive materials. Should any pupils encounter any such material accidentally, they are expected to report it immediately to a teacher, so that the Service Provider can block further access to the site.
- ☒ Pupils must ask permission before accessing the Internet and have a clear idea as to why they are using it.
- ☒ Pupils should not access other people’s files unless permission has been given.
- ☒ Computers should only be used for schoolwork and homework unless permission has been granted otherwise.
- ☒ No program files may be downloaded to the computer from the Internet. This is to prevent corruption of data and avoid viruses.
- ☒ No programs on disc, USB stick or CD Rom should be brought in from home for use in school. This is for both legal and security reasons.
- ☒ No personal information such as phone numbers and addresses should be given out and no arrangements to meet someone made unless this is part of an approved school project.
- ☒ Pupils consistently choosing not to comply with these expectations will be warned, and subsequently, may be denied access to Internet resources. They will also come under the general discipline procedures of the school.

5. Website Guidelines

A web site can celebrate good work, promote the school, publish resources for projects and homework, and link to other good sites of interest.

- ☒ No names that identify individual children will appear on it.
- ☒ Home information and email identities will not be included only the point of contact to the school i.e. phone number, school address and email to Headteacher/ICT leader.
- ☒ Group photos will not contain a names list.
- ☒ Work displayed will be of the highest quality and reflect the status of the school.



6. Internet Agreement

All pupils will be asked to read an agreement covering the expectations we have of pupils using the Internet in school (In KS1 & KS2 planner).

Policy updated and reviewed: January, 2025

Headteacher (Matt Jones):



ICT leader (Sarah Fahy):

S. Fahy

Reviewed and ratified by Governing body	Spring Term 2025		
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual
To be reviewed	Spring Term 2027		