Computing/ICT Policy

Company/ Organisation:	Star International School Mirdif
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Policy:	**Introduction** This policy reflects the school values and philosophy in relation to the teaching and learning of Computing. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, parents, inspection teams and others. **Aims** Computing is developing rapidly, though the changes are filtering slowly to education. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. 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. Computing skills are a major factor in enabling children to be confident, creative and independent learners. The aims of Computing are to enable children: ● to develop Computing capability in finding, selecting and using information; ● to use Computing for effective and appropriate communication; ● to monitor and control events both real and simulated; ● to apply hardware and software to creative and appropriate uses of information; ● to apply their Computing skills and knowledge to their learning in other areas; ● to use their Computing skills to develop their language and communication skills;

- to apply their Computing skills in a secure and accurate manner.

Resources

At present, each teacher has a Chromebook, Interactive Display Screen / Whiteboard, and no personal printer. There are also central printers/scanners that are also networked to the administration computers. There are 2 iPad trolleys, 1 chromebook trolley for KS1 students and 2 iPad Maclockers for EYFS students. Every computer in the school is linked to the internet. We keep resources for Computing, including software, in a central store in the STEAM Makerspace as well as in classrooms.

Along with the computers, the school has the following:

<u>Hardware</u>

- Colour printers/copiers
- Clevertouch interactive screen
- Ccanner
- Cigital cameras
- Video recorder
- Listening stations
- Calculators
- Beebots/remote-controlled cars/floor turtle
- Control interface with buzzers etc.
- Blue screen
- USB condenser mic

<u>Software</u>

- Office productivity software in Google Workspace;
- Painting/drawing software using online tools;
- Online multimedia software;
- Variety of programming software for different year groups;
- Beebot software.

Homework

Homework in Computing is set depending upon the year group. Older students receive more regular homework, particularly those completing Computing qualifications.

Cross-curricular links/ Use of Computing

Computing contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in Art, and work using databases supports work in mathematics, while the Internet prove very useful for research in Humanities subjects. Computing enables children to present their information and conclusions in the most appropriate way. Year 3 and above use Chromebook for learning supporting them in developing the Computing skills. EYFS – Year 2 students have access to iPads if needed in the lessons and Year 2 has access to a Chromebook trolley.

Literacy

Computing is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

Numeracy

Many Computing activities build upon the mathematical skills of the children. Children use Computing in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

PSHE and citizenship

Computing makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of Computing, and they also gain a knowledge and understanding of the interdependence of people around the world.

SEN

At our school, we teach Computing to all children, whatever their ability. Computing forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. In some instances the use of Computing has a considerable impact on the quality of work that children produce; it increases their confidence and motivation.

Star International School

E Safety

This policy outlines our purpose in using the internet and related facilities including e-mail to support learning and teaching at Star, whilst minimising the potential risks involved.

Internet access in school

Providing access to the internet in school contributes to raising educational standards and supports the professional work of staff.

Teachers and pupils potentially have access to web sites world-wide offering educational resources, news and other information. There are opportunities for communication with experts in many fields and to communicate and exchange information with students and others world-wide.

In addition staff have the opportunity to: access educational materials and information on pedagogy; communicate with support services, professional associations and colleagues.

Staff are aware of the potential dangers of internet use and their responsibility to help safeguard children by providing an appropriate environment in which they can learn. Each member of staff therefore has a responsibility to ensure that they implement the elements of this policy that relate to their work in school.

Staff are not expected to take charge of internet activities without appropriate guidance and training. Staff are given opportunities to discuss the issues and develop good teaching strategies. All staff (including teachers, supply staff and classroom assistants) and any other adults involved in supervising children accessing the internet, are provided with the E Safety Policy, and have its importance explained to them.

Ensuring internet access is appropriate and safe

In common with other media such as magazines, books and video, some material available on the internet is unsuitable for pupils. Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher and the school will take every practical measure to ensure that children do not encounter upsetting, offensive or otherwise inappropriate material on the internet. The following key measures have been adopted to help ensure that our pupils are not exposed to unsuitable material:

- our internet access includes a "firewall" filtering system intended to prevent access to material inappropriate for children;
- through Google Workspace, we are able to further restrict access to specific websites;
- through Google Workspace, we are able to restrict access to materials online for different year groups and, if necessary, individual students;
- when using resources from You tube, BBC iPlayer, or similar sites the teacher checks and prepares materials in advance. Children are never given direct access to these sites. (See also use of media policy)
- children using the internet will be supervised by an adult (usually the class teacher) at all times;
- staff check that the sites pre-selected for pupil use are appropriate to the age and maturity of pupils;
- staff are particularly vigilant when pupils are undertaking their own search and check that the children are following the agreed search plan;
- pupils are taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others;
- our Rules for Responsible Internet Use are posted near computer systems;

These measures are highly effective in maintaining internet safety. However, due to the international scale and linked nature of information available via the internet, it is not possible to guarantee that particular types of material will never appear on a computer screen. Neither the school nor management can accept liability for the material accessed, or any consequences thereof.

A most important element of our Rules of Responsible Internet Use is that pupils are taught to tell a teacher **immediately** if they encounter any material that makes them feel uncomfortable.

If there is an incident in which a pupil is exposed to offensive or upsetting material the school responds to the situation quickly and on a number of levels. Responsibility for handling incidents involving children will be taken in consultation with the Head Teacher and the pupil's class teacher. All the teaching staff will be made aware of the incident at a Staff Meeting if appropriate.

- If one or more pupils discover (view) inappropriate material our first priority is to give them appropriate support. The pupil's parents/carers are informed and given an explanation of the course of action the school has taken. The school aims to work with parents/carers and pupils to resolve any issue;
- If staff or pupils discover unsuitable sites the IT co-ordinator is informed. The IT co-ordinator reports the URL (address) and content to the Internet Service Provider and the LA; if it is thought that the material is illegal then it is referred on to the police.

Pupils are expected to play their part in reducing the risk of viewing inappropriate material by obeying the Rules of Responsible Internet Use which have been designed to help protect them from exposure to internet sites carrying offensive material. If pupils abuse the privileges of access to the internet or use of e-mail facilities by failing to follow the rules they have been taught or failing to follow the agreed search plan when given the privilege of undertaking their own internet search, then sanctions consistent with our School Behaviour Policy will be applied. This may involve informing the parents/carers. Teachers may also consider whether access to the internet may be denied for a period.

Maintaining the security of the school ICT network

We are aware that connection to the internet significantly increases the risk that a computer or a computer network may be infected by a virus or accessed by unauthorised persons.

The IT teacher liaises with the IT technician to up-date virus protection regularly, keeps up-to-date with IT news developments and work with the Internet Service Provider to ensure system security strategies to protect the integrity of the network are reviewed regularly and improved as and when necessary.

Using the internet to enhance learning

As in other areas of their work, we recognise that pupils learn most effectively when they are given clear objectives for internet use. Different ways of accessing information from the internet are used depending upon the nature of the material being accessed and the age of the pupils:
- access to the internet may be by teacher (or sometimes other-adult) demonstration;
- pupils may access teacher-prepared materials, rather than the open internet;
- pupils may be given a suitable web page or a single web site to access;
- pupils may be provided with lists of relevant and suitable web sites which they may access;

- older, more experienced, pupils may be allowed to undertake their own internet search having agreed a search plan with their teacher; pupils will be expected to observe the **Rules of Responsible Internet Use (appendix 1)** and will be informed that checks can and will be made on files held on the system and the sites they access.

Pupils accessing the internet are supervised by an adult, normally their teacher, at all times. They are only allowed to use the internet once they have been taught the Rules of Responsible Internet Use and the reasons for these rules. Teachers endeavour to ensure that these rules remain uppermost in the children's minds as they monitor the children using the internet.

Using information from the internet

We believe that it is important for pupils to develop an understanding of the nature of the internet and the information available on it. In particular, they should know that, unlike the school library for example, much of the information on the internet is intended for an adult audience and is not properly audited/edited. Pupils are taught:
- to expect a wider range of content, both in level and in audience, than is found in the school library or on TV;
- that the writer of an e-mail or the author of a web page may not be the person claimed.

Using e-mail

Pupils learn how to use an e-mail application and are taught e-mail conventions. Throughout the school, this is using Gmail, which has many protections built-in.

It is important that communications with persons and organisations are properly managed to ensure appropriate educational use and that the good name of the school is maintained. Therefore:
- pupils are only allowed to use e-mail once they have been taught the Rules of Responsible Internet Use and the reasons for these rules.
- teachers endeavour to ensure that these rules remain uppermost in the children's minds as they monitor children using e-mail;
- pupils send and receive e-mail as part of planned lessons;
- in-coming e-mail to pupils are not regarded as private;
- children have the e-mail messages they compose checked by a member of staff before sending them;
- the forwarding of chain letters is not permitted;
- pupils are not permitted to exchange personal information in school via e-mail which would allow the recipient to contact them outside of school.

All emails sent and received by students can be accessed if necessary.

Appendix 1

Rules for Responsible Internet Use

The school has installed computers with internet access to help our learning. These rules will help keep us safe and help us be fair to others.

Using the computers:

- I will only access the computer system with the login and password I have been given;
- I will not access other people's files;
- I will not bring in media from outside school and try to use them on the school computers.

Using the internet:

- I will ask permission from a teacher before using the internet;
- I will report any unpleasant material to my teacher immediately because this will help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the internet sites I visit;
- I will not complete and send forms without permission from my teacher;
- I will not give my full name, my home address or telephone number when completing forms.
- I understand that the accuracy of information presented on a web page cannot always be relied upon.

Using e-mail:

- I will ask permission from a teacher before checking the e-mail;
- I will immediately report any unpleasant messages sent to me because this would help protect other pupils and myself;
- I understand that e-mail messages I receive or send may be read by others;
- The messages I send will be polite and responsible;
- I will only e-mail people I know, or my teacher has approved;
- I will only send an e-mail when it has been checked by a teacher;
- I will not give my full name, my home address or telephone number;
- I will not use e-mail to arrange to meet someone outside school hours.

Social Media

Students are not to use Social Media in any way, shape or form on school grounds or during school hours.

[BYODD Policy](#)

Prepared/Revised:	Mark MacInnes Assistant Head- Whole School	MM	Date of Signature:	20/10/2023
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