



Computing & Associated Policies



Written: October 2024

To be reviewed September 2026

Woodlands Federation

Computing Policy

Introduction

This document is a statement of the aims, principles and strategies for the use of Computing at Woodlands Federation. It reflects the Federation values and philosophy in relation to the teaching and learning of Computing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with associated policies/documents Keeping Children Safe in Education 2024, Social Networking, Use of the Federation Website (Appendices A and B), the individual schools Online policy and the scheme of work for Computing which sets out in detail what pupils in different classes and year groups will be taught and how Computing can facilitate or enhance work in other curriculum areas. It is intended for all teaching staff, all staff with classroom responsibilities, Federation governors, parents, and Inspection teams.

What is Computing?

Computing as a subject can be split into 3 areas - Information Technology, Digital Literacy and Computer Science. At the Woodlands Federation pupils use Computing tools to find, explore, analyse, exchange and present information safely, responsibly, creatively and with discrimination. They learn how to employ Computing to enable rapid access to ideas and experiences from a wide range of sources. Computing is more than 'computers' as it embraces not only computer hardware and software but peripherals such as ipads, cameras, scanners, projectors, white boards, visualisers, control equipment, stop watches, microscopes, programmable toys etc.

Our Computing Vision

Computing plays an increasingly significant role in society. We live in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. Within the Woodlands Federation we recognise that Computing is an important tool in both the society we live in and in the process of teaching and learning. It is therefore vital that our young learners are equipped to utilise technology in order to enhance their development as they become confident individuals, successful learners, responsible citizens, effective contributors and to facilitate the process of lifelong learning. Our vision is to develop Computing skills and safe use of Computing to enable the children to be able to adapt to a world of ever changing technology, by giving them opportunities to problem solve and work with various different technologies. This vision can be divided into 3 parts for different stakeholders:-

➤ **For learners:**

- Pupils are engaged through enriched multi-media learning experiences.
- Pupils use Computing to enhance their learning and deepen their understanding.
- Pupils extend their learning beyond the classroom.
- Pupils are empowered to take control of their own online safety and understand how to stay safe at all times and what to do if faced with situations that make them feel uneasy

➤ **For staff:**

- Teachers use a wide range of Computing to plan, deliver, assess, evaluate and improve the curriculum.
- Computing enriches learning for pupils through risk-taking and innovation.
- Teachers are experts in their field and share their knowledge, skills and experience in and beyond the Federation community.
- Teachers are empowered to give pupils opportunities to learn in different ways through new technologies.

➤ **For parents:**

- Parents support and understand the online learning of their children.
- To understand the risks of being unsafe online and understand how they can support their child(ren)

Rationale

Why should our pupils learn about Computing?

- Children need to develop a variety of Computing skills which allow them to harness the power of technology and use it both purposefully and appropriately;
- It motivates the pupil because it is fun;
- Computing takes the laborious routine out of some text and information tasks, thus releasing the constraints on a pupil's creativity;
- Pupils need to recognise the power of Computing in the world around them;
- Pupils should become aware of the ethical implications and consequences for individuals and society posed by Computing;
- It can enhance the learning process across the curriculum and supports co-operative learning, active learning, collaboration and group work
- Computing enables pupils to undertake activities which would be difficult to pursue in any other way.

Aims

Our aims in using information technology are:

- We aim to keep pace with educational and technological developments in Computing and have a commitment to teachers having the necessary tools to do their jobs effectively. Therefore the Federation is committed to change and the effective management of that change.

- We aim to provide an environment where access to Computing resources is natural, commonplace and safe.
- We aim to ensure that teachers develop confidence and competence to use Computing in the effective teaching of their subject.
- All classrooms and student work areas will be effectively Computing equipped and the technology will be used on an as-needed basis.
- The School's and Federation's website will be informative, user-friendly and a showcase of the Federation's achievements.
- Children will experience technology within practice to support them to think more creatively and critically.
- Children will use Computing to encourage collaboration.
- Children will be enabled to integrate Computing with structured play in Reception.
- Staff and pupils recognise that Computing affects the way in which people live and work.
- All staff will be encouraged to develop confidence and competence in utilising Computing resources.
- Staff can select and use Computing appropriate to the task;
- Parents will be involved in Computing through the encouragement of educational partnerships with the home.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the Federation both within and among year groups
- the systematic progression through Foundation Phase & Key Stages 1 & 2.
- that the National Curriculum programme of study is given appropriate coverage
- that all children have access to a range of Computing resources
- that children are knowledgeable about the risks of being online and know the appropriate steps to keep themselves safe
- that computing experiences are focussed to enhance learning
- that cross curricular links are exploited where appropriate
- that children's experiences are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

Curriculum Development & Organisation

The curriculum map ensures that all areas of the Computing curriculum are covered and deals with progression throughout the Federation. Medium term plans are used as working documents and include specifically identified skills to enable staff to ensure progression and coverage.

Each class is allocated time with laptops or ipads. Where appropriate Computing is integrated into Learning Journeys and/or other subjects to ensure that

delivery of Computing is cross curricular and takes on board the statutory requirements of other national curriculum subjects.

Individual machines in classrooms support the development of Computing capability by enabling further development of tasks; encourage research, and allow for the creative use of Computing in subjects. Interactive White Boards are located in all of the classrooms. These are used as a teaching resource across the curriculum.

Teaching & Learning

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may be required to work individually, in pairs or in small groups according to the nature or activity of the task.
- Different pace of working
- Different groupings of children - groupings may be based on ability either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected
- Different activities, or restricted or extended activities.

The Computing coordinators will review teachers' Computing plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of Computing capability.

Equal Opportunities

The National Curriculum states that, "All pupils, regardless of race, class or gender, should have the opportunity to develop Computing capability."

It is our policy to ensure this by:

- ensuring all children follow the scheme of work for Computing
- providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased

Online Safety

The internet is amazing. Children can play, learn, create and connect - opening up a whole world of exciting possibilities. But with the digital world changing all the time, how can you make sure your child's staying safe? Internet access is essential to enrich and extend learning activities but is no longer limited to a computer. The Federation has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. The School's Online Safety policy has been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access. Although the Federation offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using

communication technology. This forms part of our Computing Curriculum Map and is linked to our RSE curriculum.

All staff have been trained and an awareness of safeguarding issues that put children at risk of harm is continually revisited and reinforced. These may include;

- Non-contact activities, such as involving children looking at, or in the production of, sexual images
- Watching sexual activities
- Encouraging children to act in a sexually inappropriate way
- Grooming a child in preparation of abuse
- Sexting (also known as youth produced sexual images)
- Cyber bullying
- Upskirting (using a digital camera to take a picture under a person's clothing without them knowing)

It is the policy of the Federation that during 'wet playtimes' etc. children are not allowed to use the internet to play non educational games. We recognise the increasing use of social networking in our society and accordingly have drawn up a policy to **Social Networking Policy** which forms **Appendix A** of this policy.

Management Information Systems (MIS)

Computing enables efficient and effective access to and storage of data for the Federation's management team, teachers and administrative staff. The Federation complies with LA requirements for the management of information in schools. We currently use Arbor which operates on the schools administrative network and is supported by the LA. Only trained & designated members of staff have authority and access rights to input or alter the data. The Federation has defined roles & responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

Assessment

Computing is assessed both formatively and summatively . Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes in the Computing scheme of work. These are conducted informally by the class teacher and are used to inform future planning. Summative assessment is collected by the class teacher at the end of every 'module' and is monitored by the Computing co-ordinator

Inclusion

We recognise Computing offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example.

Computing can cater for the variety of learning styles which a class of children may possess.

Using Computing can:

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs

We aim to maximise the use and benefits of Computing as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the Federation will endeavour to provide appropriate resources to suit the specific needs of individual or groups of children.

Roles & responsibilities

Senior Management

The overall responsibility for the use of Computing rests with the senior leadership team of the Federation who:

- determines the ways Computing should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that Computing is used in a way to achieve the aims and objectives of the Federation;
- ensures that there is an Computing policy, and identifies a Computing co-ordinator.
- Ensures staff training and knowledge of online safety is up to date and remains current.

Computing Coordinators

There is a designated Computing Co-ordinator within the Federation to oversee the planning and delivery of Computing within the Federation. The Computing co-ordinator will be responsible for:

- raising standards in Computing as a national curriculum subject,
- facilitating the use of Computing across the curriculum in collaboration with all subject coordinators,
- providing or organising training to keep staff skills and knowledge up to date,
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources,
- monitoring the delivery of the Computing curriculum and reporting to the executive head on the current status of the subject.
- Looking for opportunities to engage parents and keep them informed of latest developments and advice around online safety.

Other Subject Coordinators

There is a clear distinction between teaching and learning in Computing and teaching and learning with Computing. Subject co-ordinators should identify where Computing should be used in their subject schemes of work. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their Computing study and are applying those skills within the context of another curriculum subject. Subject co-ordinators work in partnership with the Computing co-ordinator to ensure all National Curriculum statutory requirements are being met with regard to the use of Computing within curriculum subjects.

The Classroom Teacher

Even though whole Federation co-ordination and support is essential to the development of Computing capability, it remains the responsibility of each teacher to plan and teach appropriate Computing activities and assist the co-ordinator in the monitoring and recording of pupil progress in Computing as well as modelling good online safety practices at every opportunity. All classes will follow the Teach Computing Scheme.

Monitoring

Monitoring Computing will enable the Computing coordinator to gain an overview of Computing teaching and learning throughout the Federation. This will assist each school in the self- evaluation process identifying areas of strength as well as those for development. In monitoring of the quality of Computing teaching and learning the Computing co-ordinators will:

- Scrutinise plans to ensure full coverage of the Computing curriculum requirements
- Analyse children's work
- Observe Computing teaching and learning in the classroom
- Hold discussions with teachers
- Analyse assessment data
- review this policy annually

Health & Safety

We will operate all Computing equipment in compliance with Health & Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Each computer system has individual security against access to the management system. RM filters manage the internet for security and safety. The files and network system are backed up regularly. The anti-virus software is updated regularly.

Home Federation links

Children are given the option to complete some homework tasks, when appropriate, using Computing out of school. Teachers are sensitive to the fact that children may not have access to Computing or may not wish to use it to complete tasks out of school. Any work brought into the schools must be scanned for viruses. Each school's website will promote the school's achievements as well as providing information and communication between the Federation, parents and the local community. We have a separate policy for **Use of the School's Website** which forms **Appendix B** of this policy.

Appropriate legislation, including copyright and data protection

All software loaded on Federation computer systems must have been agreed with the designated person in the Federation. All our software is used in strict accordance with the licence agreement. We don't allow personal software to be loaded onto Federation computers. Please refer to the Federation's Data Protection Policy. Copying of resources must comply with copyright restrictions.

Effective and efficient deployment of Computing resources

Computing resources are available throughout the Federation to maximise access, to enhance teaching & learning and to raise attainment. To enable regular and whole class teaching of Computing the schools within the Federation have access to either iPad's or laptops. These are also used for additional tasks which require the use of Computing as well as presenting teaching materials. A consistent interface is provided on all machines to enable familiarity and continuity with generic software licensed and available on all curriculum computers in schools. Internet access is available on all machines as well as storage and access to shared files. All classrooms have Interactive Whiteboards, iPads etc.

Appendix A – Social Networking Policy

Appendix B – Use of the Federation Website Policy

Appendix i

Key Stage 1

Think then Click

These rules help us to stay safe on the Internet



We only use the internet when an adult is with us

We can click on the buttons or links when we know what they do.



We can search the Internet with an adult.

We always ask if we get lost on the Internet.



We can send and open emails together.

We can write polite and friendly emails to people that we know.



These set of rules will act as a basis for further discussion in class and hopefully a class generated set of rules

Key Stage 2

Think then Click
Online Rules for Key Stage 2
• We ask permission before using the Internet. • We tell an adult if we see anything we are uncomfortable with. • We immediately close any webpage we not sure about. • We only e-mail people an adult has approved. • We send e-mails that are polite and friendly. • We never give out personal information or passwords. • We never arrange to meet anyone we don't know. • We do not open e-mails sent by anyone we don't know. • We do not use Internet chat rooms.

These set of rules will act as a basis for further discussion in class and hopefully a class generated set of rules

Online Safety Rules

These Online Safety Rules help to protect pupils and the Federation by describing acceptable and unacceptable computer use.

- The Federation owns the computer network and can set rules for its use.
- It is a criminal offence to use a computer or network for a purpose not permitted by the Federation.
- Irresponsible use may result in the loss of network or Internet access.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- All network and Internet use must be appropriate to education.
- Copyright and intellectual property rights must be respected.
- Messages shall be written carefully and politely, particularly as email could be forwarded to unintended readers.
- Anonymous messages and chain letters are not permitted.
- Users must take care not to reveal personal information through email, personal publishing, blogs or messaging.
- The Federation Computing systems may not be used for private purposes, unless the head teacher has given specific permission.
- Use for personal financial gain, gambling, political activity, advertising or illegal purposes is not permitted.

Each school may exercise its right to monitor the use of the Federation's computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the Federation's computer system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Our Federation Online Safety Rules

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Parents/carers are asked to sign to show that the Online Rules have been understood and agreed.

Parent's Consent for Web Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the Federation rule that photographs will not be accompanied by pupil names.

Parent's Consent for Internet Access

I have read and understood the Federation Online Safety rules and give permission for my son / daughter to access the Internet. I understand that the Federation will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task.

I understand that the Federation cannot be held responsible for the content of materials accessed through the Internet. I agree that the Federation is not liable for any damages arising from use of the Internet facilities.

Signed:

Date:

Please print name:

All consent now given on Arbor

Appendix A

Social Networking Policy

1 Introduction

The widespread availability and use of social networking applications bring opportunities to understand, engage and communicate with our audiences in new and exciting ways. It is important that we are able to use these technologies and services effectively and flexibly. However, it is also important to ensure that we balance this with our duties to each school's Community and partners, our legal responsibilities and our reputation. For example, our use of social networking applications has implications for our duty to safeguard children, young people and vulnerable adults. The policy requirements in this document aim to provide this balance to support innovation and Federations of the 21st Century, whilst providing a framework of good practice. They apply to all members of staff as defined by Federation representatives.

2 Purpose

The purpose of this policy is to ensure:

- that the Woodlands Federation, its leaders and governors are not exposed to legal risks.
- that the reputation of the Woodlands Federation, staff and governors at the Federation are not adversely affected.
- all children are safeguarded.
- that any users are able to clearly distinguish where information provided via social networking applications is legitimately representative of the Woodlands Federation.

3 Scope

This policy covers the use of social networking applications by the Federations Employees, Governors and/or Elected Members and by partners or other third parties on behalf of the Federation. These groups are referred to collectively as 'Federation representatives' for the purpose of this policy. The requirements of this policy apply to all uses of social networking applications which are used for any Federation or local authority related purpose and regardless of whether the applications are hosted corporately or not. They must also be considered where Federation representatives are contributing in an official capacity to social networking applications provided by external organisations.

Social networking applications include, but are not limited to: Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Microblogging' applications. Examples include Twitter, Facebook,

MSN, You Tube. Many of the principles of this policy also apply to other types of online presence such as virtual worlds.

All Federation representatives should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the Woodlands Federation and Local Authority Equality and Safeguarding Policies.

4 Principles

Federation representatives must be conscious at all times of the need to keep personal and professional lives separate. They should not put themselves in a position where there is a conflict between their work and the Federation or County Council and their personal interests. They should not engage in activities involving social media which might bring the Woodlands Federation into disrepute, and should not represent personal views as those of the Woodlands Federation or the County Council on any social medium.

Federation representatives must not discuss personal information about pupils, or other professionals they interact with as part of their job on social media. They must not use social media and the internet in any way to attack, insult, abuse or defame pupils, their family members, colleagues, other professionals, other organisations, Woodlands Federation or the County Council.

5 Personal use of Social Media

Federation representatives will not invite, accept or engage in communications with parents or children from the Federation community to any personal social networking sites while in employment at the Woodlands Federation, unless they are family members. Staff representatives must decline 'friend requests' from pupils.

Any information Federation representatives obtain in the course of their employment must not be used for personal gain nor be passed on to others who may use it in such a way, and it must not be discussed on their personal web space. Images of pupils and the Federation/County Council logos must not be published on personal web space. These provisions remain after leaving the Woodlands Federation's service.

Any communication received from children to Federation Representatives must be immediately reported to the Designated Child Protection Officer and procedures for safeguarding followed. If a Federation Representative is made aware of any other inappropriate communications involving any child and social networking. These must be reported immediately as above. The Federation's Online safety policy must be used at all times when children use Computing and access the internet in the Federation.

6 Enforcement

Any breach of the terms set out below could result in the application or offending content being removed in accordance with the published complaints procedure and the publishing rights of the responsible Federation representative being suspended. The Federation reserves the right to require the closure of any applications or removal of content published by Federation representatives which may adversely affect the reputation of the Federation or put it at risk of legal action. Any communications or content you publish that causes damage to the Federation, Local Authority, any of its employees or any third party's reputation may amount to misconduct or gross misconduct to which the Federation and Local Authority Dismissal and Disciplinary Policies apply. Where applications allow the posting of messages online, users must be mindful that the right to freedom of expression attaches only to lawful conduct. The Federation expects that users of social networking applications will always exercise the right of freedom of expression with due consideration for the rights of others and strictly in accordance with these Terms of Use.

Appendix B

Policy for use of the school's web sites, within the Federation.

Each school's websites reflects the school - its standards, work and ethics - and is carefully presented so that the school is well represented. It is a showcase for the school and a point of contact with the parents and local community.

On each website:

- No child is identified by name.
- No child known to be at risk is pictured on the website.
- All pictures of children are published as small sized, compressed jpegs, so that they may not be downloaded and used for dubious purposes.
- If any complaint is received from a parent, the picture or information concerned will be removed immediately without argument.
- Children's work published to the website must reflect the standards of the Federation.
- The school's website only publishes school's contact details and school's e-mail address. Home information, individual e-mail identities and personal details are not published.

Links to other sites are carefully considered to make sure that they are relevant, helpful and are tested to ensure their integrity. If any complaint is received about a link being either unsuitable or unobtainable, it is investigated as soon as possible to maintain the standard of the website.

All rules regarding copyright and data protection are carefully borne in mind according to LEA guidelines.