

Information and Communications Technology Policy including E-safety

Introduction

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communications Technology (ICT) for teaching, learning and management purposes. It will form the basis for the development of ICT over the next three years. Further details can be found in the ICT strategic plan. Details of our hardware, software and resources are available from the ICT coordinator and technician.

What do we understand by the term ICT?

As well as being an important curriculum requirement, the ability to use ICT effectively is a vital life skill in modern society. We interpret the term 'Information and Communication Technology' to include the use of any equipment which allows users to communicate or manipulate information electronically. ICT is also seen by the school as an important communication aid towards effective management within the school.

Our vision

At Mayfield we strive to develop staff and pupils who are confident, responsible and effective users of ICT. We aim to achieve this vision by helping

- All to use ICT with purpose and enjoyment.
- All to develop the necessary skills to exploit ICT.
- All to become autonomous users of ICT.
- Pupils to evaluate the benefits of ICT and its impact on society.
- The school to meet the requirement of the National Curriculum.
- All pupils to achieve the highest possible standards of achievement.
- All to apply skills and knowledge to new contexts successfully.
- All to use ICT to enhance learning in other areas of the curriculum
- To have a clear understanding of how to be safe online and communicate effectively.

Curriculum Organisation

Teachers are currently striving to incorporate ICT within the planning of all curriculum subjects. When planning work involving ICT, teachers endeavour to identify some activities in which the emphasis is on the development of ICT capability and others in which the emphasis is on discrete ICT skills. Subject coordinators are responsible for ensuring that ICT links are kept up to date in their subjects medium term planning.

Roles and Responsibilities

The roles and responsibilities with regards to ICT are as follows:

The head teacher

1. Maintaining a strategic overview of ICT across the school and the curriculum.
2. Ensuring that the best use is made of the available funding.
3. Purchasing hardware.
4. Managing the ICT technician.

The ICT Coordinator

1. Attending ICT meetings on behalf of the school and to disseminate knowledge back to the teaching staff through meetings and exemplar teaching.
2. Ensuring consistent implementation of the ICT policy.
3. Formulating and administering the ICT annual plan and review.
4. Ensuring that pupils use ICT appropriately across the curriculum.
5. Ensuring ICT progression.
6. Monitoring and promoting standards.
7. Ensuring staff's access to ICT.
8. Identifying ICT support needed by individual staff.
9. Arranging in-service support.
10. Purchasing and organising software and resources.

Teaching Staff

1. Assessment of pupils.
2. Curriculum development
3. Ensuring continuity between year groups
4. Teaching E-safety to children
5. Following up on any incident through online communication or misuse of the internet

The ICT Technician

1. Setting up and installing new hardware/software.
2. Maintaining hardware.
3. Resolving difficulties/problems identified by staff in a log book.
4. Maintaining the ICT inventory

Teaching and Learning Styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate. These include:

- Using a computer and/or an interactive whiteboard/projector to demonstrate to a group of pupils or the whole class.
- Leading a discussion with the whole class or a group of pupils.
- Individual or paired work which might include the use of worksheets or help cards.
- Collaborative group work.
- Encouraging pupils to demonstrate new skills to others.
- Selecting groups to ensure that all pupils are equally active and involved in the task.
- Planning activities in order to allow different levels of achievement by pupils or to incorporate possibilities for extension work.
- Intervening where appropriate to reinforce an idea or new point.

Access to ICT

Our ICT equipment is deployed in the following way:

1. All classes have a timetable slot during which they have access to 2 laptops trolleys each containing 16 laptops. These can be connected to the wireless school network by plugging in the router on top of each trolley.
2. All classes have a timetable slot during which they have access to the ICT suite containing 15 networked desktop PCs and an interactive whiteboard.
3. Each infant classroom is equipped with an interactive whiteboard, 1 desktop PC and a CD player.
4. Each junior classroom is equipped with a laptop projector, 1 desktop PC (in the group room) and a CD player.
5. Each year group has access to a digital camera.
6. All teachers have their own laptop, and all staff have access to two desktop PCs and a scanner in the PPA room and staff room.
7. There are printer facilities in the library, PPA room and staff room. All staff have printers in their classrooms/group rooms.
8. All software and remaining ICT equipment (roamers, video camera, microscope, logit sensor) is stored in the ICT cupboard in the library.

Online Access – see Internet Safety section

The school complies with all appropriate legislative requirements such as those contained in the Data Protection and Computer Resources Acts.

Equal Opportunities

All children have equal access to ICT in order to develop their personal ICT capability (please see equal opportunities policy). All pupils must be able to use a range of equipment and software in a variety of ways. This is being monitored, so that all children, regardless of ability, race and gender gain equal access. Software and documentation are checked to ensure gender and ethnicity are reflected in a balanced way.

ICT is used to support children with special educational needs (SEN), whether they be high or low achievers. Many children with SEN will be motivated by the ease with which they can generate and amend their ideas and are more likely to experiment and take risks. ICT can provide a safe environment for learning and can motivate children to acquire basic literacy skills. The use of information presented in different ways will also be of benefit.

Children with a computer at home are encouraged to use it for educational benefit; however those without access are given opportunities via lunchtime clubs.

Assessment, recording and reporting

Teachers assess children's work in ICT by making informal judgments as they observe them during lessons, or through the use of an assessment task. On average each teacher assesses two units per term. The outcomes of one of the assessments is then passed to the ICT subject coordinator.

Resources

To replace and update ICT equipment and software the school is following a 5 year rolling programme of spending.

The budget for ICT resources is determined annually and reflects the amount in the delegated budget as well as any additional funds. Expenditure is determined by reviewing the strategic and replacement plans and training requirements.

Software resources are identified, acquired, updated and deployed through:

- Discussion with staff each year.
- Audits and reviews.

We ensure that staff have the appropriate skills to use ICT resources effectively through:

- Skills audits and appraisals
- Continual professional development and training.

We use the Cambridgeshire ICT Service to support ICT in the work of our school.

E-Safety

The Internet is an essential element in 21st century life for education, business and social interaction. Mayfield Primary School, Cambridgeshire Local Authority and the government are encouraging the use of the Internet to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.

The focus is on the personal safety and well being of pupils at Mayfield Primary School as users of the Internet as well as other electronic communications such as mobile phones and wireless technology. Also highlighting the potential risks and steps we take to minimize those risks.

Learning to use the resources of the Internet safely and appropriately is an important part of the ICT curriculum at our school. It is therefore incorporated into all ICT lessons, and where relevant, into other subject areas. This covers the safe and appropriate use of email websites, chat rooms, instant messengers and mobile phones. A poster entitled 'Be Safe on the Computer and Internet' is displayed by all computers around the school, to encourage appropriate usage.

Safe Use of Worldwide Web

Mayfield Primary School uses a filtered internet feed via the Cambridgeshire Community Network (CCN). The internet feed for CNN schools is provided by our regional broadband consortium, E2BN, and filtering is now achieved using the Protex system.

Staff who believe that an inappropriate item has passed through the filter should report it to the Schools ICT Helpline, by phone if the matter is urgent (0845 045 0973). Non-urgent queries can be sent to ict.helpline@cambridgeshire.gov.uk When Protex blocks web pages, an information page is displayed, and this includes a teacher's button enabling a comment or a request for unblocking to be submitted.

It is crucial for staff to understand that a filter can reduce but not eliminate the risk of exposure to inappropriate material on the worldwide web. Teachers are aware of appropriate strategies for supervision; for example by suitable positioning of computer screens, and should ensure that pupils know to report any encounter with inappropriate words or pictures.

Pupils may use search engines to help them find relevant material. Sometimes innocent searches can result in offensive or adult sites being listed. Even if the filtering system prevents the user from following a link to a website, sufficient information can be displayed in the search result to upset or offend, or encourage access later on an unsupervised computer. Learners should be encouraged to use search tools such as Yahoo!igans (<http://www.yahooligans.com/>), CBBC (<http://www.bbc.co.uk/cbbc/search/>), Ask Jeeves for Kids (<http://www.ajkids.com/>), and KidsClick! (<http://www.kidsclick.org/>), which search across a restricted set of websites with educational relevance.

Pupils are taught to check with their teacher before providing any personal information that may be requested by a specific website. They understand that they should only supply minimal untraceable details, such as first name, to an enquiring website and should never divulge anyone else's personal information.

To help secure the school's intranet from unauthorized access all computers are configured so as to present an authentication challenge on start up. All staff have their own unique user ID and password to ensure there is accountability and an audit trail of their activities. Pupils have a year group login and password. Care needs to be taken to log off at the end of a session to prevent unauthorized access. Staff are instructed never to divulge their passwords to anyone. The head teacher and ICT technician ensure that only those with a genuine need to access systems are provided with user IDs.

At a county level the school's filtering log is analyzed for evidence of child abuser key words. A report identifies the date and time of any blocks together with the unique user ID.

Action to be taken if misuse is suspected

Internal Audit are available to assist if there are concerns about access to child sex abuse images or any other illegal material.

Schools must never investigate such cases themselves but observe the following procedure:

- Evidence should be immediately secured.
- The PC should be immediately powered down and removed from the service.
- Internal audit or the police should be contacted immediately.
- Arrangements will be made to collect the PC for forensic examination.

All staff know not to attempt to access a site which they believe to be illegal as doing so would technically break the law and make them liable to prosecution. They know that they should trust their judgment and quarantine the PC without undertaking any investigations of their own.

Publishing Information on the Internet

On no account are either first names or surnames attached to photographs on the school website. Care is exercised that the filename of a photograph (e.g. janesmith.jpg) does not inadvertently identify a child. Unless parental permission has been obtained, a child's photograph will not appear on the school website. The school website will not include close-up photos of children. All photographs of children are general and are taken in such a way as to ensure that the individual identity of a child is protected (e.g. from angle, in profile, at a distance).

Before any pictures or examples of identifiable pupils' work are published on the school website, written permission from parents or carers will be obtained. Efforts should be made to ensure that they understand the implications before giving permission.

Using E-mail and Online Discussion

Throughout their time at Mayfield, pupils will learn to send and receive messages and attached files, either privately by email or publicly in a discussion group or forum. However, it is understood that email and discussion groups provide an environment where close relationships can develop quickly, without check of the contact's integrity or intentions. It is possible for people to conceal their real identity, hence becoming a risk to children. It is for this reason that pupils are only permitted to use email and discussion groups through the E-schools learning platform when in school.

Within E-schools, supervising staff can monitor all emails sent and received by pupils, and the pupils are aware that this is possible. In pupils E-schools accounts, the safe-mail option confines pupils' ability to send and receive emails only to other accounts within school. If it is necessary for them to email outside of this group they can first email their message to their teacher, who is then able to forward it on elsewhere. This means that replies from the outside will pass through the teacher before being forwarded onto the pupil.

Our school ensures that only appropriate discussion groups are available to pupils. Within E-schools, online discussions can be set up with memberships controlled by the teacher.

Pupils know to inform their teacher if they receive abusive or unwanted messages of any kind. Mayfield Primary School does not tolerate such behaviour and those caught acting in such a way are warned, their actions are logged and repeat offenders are barred from using E-schools.

Chat Rooms

Chat rooms enable users to engage in 'conversations' with people across the street and the world. They are similar to telephone conversations except the messages are typed instead of spoken. The danger to children of public chat room use is that people do not necessarily tell the truth about who they are. If children provide personal information it is possible that they could be traced and contacted by another user which could cause them harm.

When in school children **are not permitted** to use chat rooms, unless it is through the E-schools learning platform. E-schools allows teachers to set up secure chat sessions where they can control who is taking part and when they occur.

Online Learning Environments

Pupil's E-schools accounts provide a website with controlled access. This is an example of an online learning environment or online learning platform. E-schools offers many easy-to-use communication and collaboration tools enabling online communities to be created with restricted membership. We are currently developing the school website to offer additional learning platform tools.

These online systems are attractive to schools because they offer a measure of security by restricting access to authorized members. A number of facilities such as web-publishing, email, online discussion and chat are available, generally with an increased level of safety compared to completely open use of the internet.

While these systems do provide a more secure environment than the open internet, teachers and pupils stills need to adopt a careful approach and be aware that abuse is possible. Personal information should not be divulged, and pupils know to inform if they receive unwanted messages. Membership of an online community should only be granted to those who are known to have genuine justification, and a code of conduct for users should be known to everybody. Where users are allowed to make material available on the open internet, they should ensure that safety has been fully considered and that appropriate permission has been given.

Parent/Carer Involvement

Parents and carers are encouraged to support the school's approach to Internet safety at home. The school's website will contain advice on using the Internet safely at home.

Parent's are made aware of the school's Internet Safety Policy and are requested to give their signed agreement to supporting it at home as part of the home/school agreement.

Monitoring and Review

This policy is reviewed annually by the ICT Co-ordinator. A major review by the whole staff and the governing body will take place every three years.

June 2012