



Stella Maris School

ICT AND E-SAFETY POLICY

REVIEWED: SEPT 2016
REVIEW DUE: SEPT 2017

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”



ICT POLICY INCLUDING E-SAFETY POLICY

Stella Maris School Information, Communication and Technology Policy

The learning and teaching of Information, Communication and Technology at Stella Maris School aims to build on the child's previous learning experience through the use of modern technology and first-hand experience. We provide access to modern and stimulating resources to ensure that learning is exciting, relevant and challenging. The use of ICT contributes to positive learning attitudes in terms of children's motivation, problem solving and perseverance as they engage with the learning of specific skills and experience opportunities to apply those skills in a range of subjects.

Objectives

- To enrich and extend children's learning through the use of ICT
- To embed the use of ICT as a learning resource in a range of relevant opportunities
- For children to gain a range of skills in all aspects of the ICT use curriculum
- To enable pupils to apply their ICT skills and knowledge in other areas and confidence
- To effectively use ICT for assessment
- To advance cross curricular use of ICT

Learning

As the aims of ICT are to equip pupils with the skills necessary to use technology to become independent learners, ICT will allow pupils to access a variety of software, which will enhance their ability to solve problems and develop their investigative skills.

Teaching

We develop children's knowledge, skills and understanding in ICT through a weekly skill specific lesson featuring whole class teaching and individual/paired support. Children are given opportunities to apply their skills in these sessions and through the use of embedded ICT opportunities in other subject areas.

The teaching style adopted is as interactive and as practical as possible. While we recognise that pupils have widely differing ICT abilities, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the pupil. We achieve this by:

- Differentiated and clearly focused planning including success criteria for each lesson
- Ongoing formative assessment
- Maximising our resources (software, etc.)
- Providing teachers with suitable training to be able to meet the needs of all hardware and software

Curriculum Links



Stella Maris School uses the National Curriculum as the general basis for the pupils' learning. ICT is used to support learning in all areas of the curriculum.

We carry out curriculum planning in ICT in two phases:

Assessment for Learning

At Stella Maris the teachers assess pupils work and understanding by making judgements based on the learning outcomes they observe during the lessons. At the end of each unit of work teachers make an informed judgement about each pupil's progress. These records are used to inform future planning. Staff may set specific assessment tests as appropriate.

Twice yearly all pupils receive a formal written report in ICT. Support is available from the subject coordinator and we are aiming to create a subject portfolio with three levels of work so that we can judge every child's individual efforts against our normal expectations.

Monitoring

The monitoring and reviewing of the pupil's work is the responsibility of the class teacher. The ICT subject leader monitors the quality of learning and teaching through observations when appropriate and regular monitoring of medium and short term plans. The ICT subject leader is also responsible for supporting colleges in the teaching of ICT, keeping them informed about current developments in the subject as well as providing whole school direction for the subject.

Review and Evaluation

The pupils undertake integrated tasks after each unit of work. They self-evaluate their learning and progress after each integrated task which the teacher then uses in his/her assessments. ICT targets are reviewed and evaluated by the whole school in relation to the School Development Plan when priorities are identified yearly.

Equal Opportunities

All pupils will have equal access to learning and using ICT in the curriculum regardless of ability, gender, ethnicity and race. We provide appropriate challenge to meet the needs of the learner and increase support for children with learning difficulties. Where appropriate, ICT is used to support relevant targets on children's Individual Education Plans as appropriate.

Policy review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Development Plan, published yearly.



E-Safety Policy

In today's society, children, young people and adults interact with technologies such as mobile phones, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children, young people and adults in danger.

E-Safety covers issues relating to children and young people as well as adults and their safe use of the Internet, mobile phones and other electronic communications technologies, both in and out of school. It includes education for all members of the school community on risks and responsibilities and is part of the 'duty of care' which applies to everyone working with children.

The e-Safety policy is essential in setting out how the school plans to develop and establish its e-Safety approach and to identify core principles which all members of the school community need to be aware of and understand.

The e-Safety Policy is part of many different schools' policies including the ICT Policy, Child Protection or Safeguarding Policy, Anti-Bullying and School Development Plan and should relate to other policies including those for behaviour, for personal, social and health education (PSHE) and for citizenship.

The Headteacher and Trustees have a legal responsibility to safeguard children and staff and this includes online activity.

- The school has appointed an e-Safety Coordinator.
- The e-Safety Policy and its implementation will be reviewed annually.
- Our e-Safety Policy has been written by the school, building on government guidance.
- Our School Policy has been agreed by the Staff and approved by the Trustees.

1 Teaching and learning

- Internet use is a necessary tool for learning.
- The Internet is a part of everyday life for education, business and social interaction.
- The school has a duty to provide students with quality Internet access as part of their learning experience.
- Pupils use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security.
- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.



1.1 How does Internet use benefit education?

- Access to worldwide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils worldwide;
- vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- professional development for staff through access to national developments, educational materials and effective curriculum practice;
- access to learning wherever and whenever convenient.

1.2 How can Internet use enhance learning?

- The school's Internet access will be designed to enhance and extend education.
- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- The schools will ensure that the copying and subsequent use of Internet-derived materials by staff and pupils complies with copyright law.
- Access levels to the internet will be reviewed to reflect the curriculum requirements and the age and ability of pupils.
- Staff should guide pupils to online activities that will support the learning outcomes planned for the pupils' age and ability.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

1.3 How will pupils learn how to evaluate Internet content?

- Pupils will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will use age-appropriate tools to research Internet content.
- The evaluation of online materials is a part of teaching and learning in every subject and will be viewed as a whole-school requirement across the curriculum.

2 Managing Information Systems

2.1 Maintenance of information systems

Local Area Network (LAN) security issues include:

- Users must act reasonably — e.g. the downloading of large files during the working day will affect the service that others receive.
- Servers must be located securely and physical access restricted.
- The server operating system must be secured and kept up to date.



- Virus protection for the whole network must be installed and current.
- Access by wireless devices must be proactively managed and secured with a minimum of WPA2 encryption.

- The security of the school information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- The ICT coordinator/network manager will review system capacity regularly.
- The use of user logins and passwords to access the school network will be enforced.

2.2 Management of email

Email is an essential means of communication for both staff and pupils. Directed email use can bring significant educational benefits; interesting projects between schools in neighbouring villages and in different continents can be created, for example.

- Staff will only use official school provided email accounts to communicate with pupils and parents/carers, as approved by the Senior Leadership Team.
- Access in school to external personal email accounts may be blocked.
- Email sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper would be.
- The forwarding of chain messages is not permitted.
- Schools will have a dedicated email for reporting wellbeing and pastoral issues. This inbox will be managed by designated and trained staff.
- Staff should not use personal email accounts during school hours or for professional purposes.

2.3 Management of published content

- The contact details on the website should be the school address, email and telephone number. Staff or pupils' personal information must not be published.
- The head teacher will take overall editorial responsibility for online content published by the school and will ensure that content published is accurate and appropriate.
- The school website will comply with the school's guidelines for publications including respect for intellectual property rights, privacy policies and copyright.

2.4 Publishing of pupils' images and work

- Images or videos that include pupils will be selected carefully and will not provide material that could be reused.
- Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- Written permission from parents or carers will be obtained before images/videos of pupils are electronically published.
- Written consent will be kept by the school where pupils' images are used for publicity purposes, until the image is no longer in use.



2.5 Management of social networking, social media and personal publishing

- Staff wishing to use Social Media tools with students as part of the curriculum will risk assess the sites before use and check the sites terms and conditions to ensure the site is age appropriate.
- Staff official blogs or wikis should be password protected and run from the school website with approval from the Senior Leadership Team. Members of staff are advised not to run social network spaces for pupil use on a personal basis.
- Personal publishing will be taught via age appropriate sites that are suitable for educational purposes. They will be moderated by the school where possible.
- All members of the school community are advised not to publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory.
- Newsgroups will be blocked unless a specific use is approved.

2.6 Filtering procedures

- The school's broadband access will include filtering appropriate to the age of pupils.
- The school will have a clear procedure for reporting breaches of filtering. All members of the school community (all staff and all pupils) will be aware of this procedure.
- Changes to the school filtering policy will be risk assessed by staff with educational and technical experience prior to any changes and where appropriate with consent from the Senior Leadership Team.
- The ICT coordinator will ensure that regular checks are made to ensure that the filtering methods selected are effective.