Loyola Preparatory School
Computing and Internet Policy

Introduction

This document is a statement of the aims, principles, strategies and procedures for the use of the Computing (Information Communications Technology) throughout Loyola Preparatory School.

PART 1. COMPUTING AND TEACHING

The Distinctive Contribution of Computing

The computing curriculum helps the boys prepare to participate in a rapidly changing society increasingly dependent on computing skills. The subject develops pupils' information.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and work competently and confidently with the technology world around them now and in the future.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims
1. Loyola Preparatory School adheres to the aims of the National Curriculum for Computing (2014): to equip pupils with the skills, knowledge and understanding of computing that they will need for the rest of their lives. They will learn how computer systems work, will design and build simple programs, will develop their ideas using technology and will create a range of content.
2. In addition, we believe it is of paramount importance to enable pupils to deal both competently and confidently with technology to enhance their learning and understanding amongst other subjects. This will be achieved in several ways: first, through the development of word processing, keyboard, mouse and data inputting skills; second, through the development of internet research skills; thirdly, through the use of computer learning games and activities such as Education City; and fourthly, through the use of technology in teaching other subjects in the classroom, including the use of interactive whiteboards.
3. We also aim to explore their attitudes toward computing, its value for themselves, others and society, and their awareness of its advantages and limitations.

Differentiation

Differentiation should be achieved both through activities and through differentiation, including the use of more challenging software, or through intended outcomes. When class size and computer facilities permit, boys should have their own computers seated in mixed ability so strong pupils can aid weaker pupils and at times in like abilities to avoid dominance of stronger pupils.

Values and attitudes

Children should:
- Work with others, listening to their ideas and expertise and treating these with respect, eg cooperating and collaborating when using a computer as part of a group to ensure that all contribute.
- Acknowledge the ownership of ideas and recognise the value of information held on computer systems.
- Be aware of the security of their own and other people's information in electronic form.
- Recognise the importance of printed output.
- Be creative and persistent in assembling data and programs.
- Consider the origin and quality of information and its fitness for purpose
- Evaluate critically their own and others' use of computing
- Recognise the strengths and limitations of ICT, for example benefits of writing and reading on computer versus by hand and book.
- Develop knowledge and understanding of important ideas, processes and skills and relate these to everyday experiences, including programming.
- Learn about ways of thinking and finding out about and communicating ideas, including internet research, emails, chat and blogs.

Educational Needs

Boys with certain educational needs will benefit from using computing as it enhances access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise computing should be maximised. For instance, boys with spelling problems or dyslexia are encouraged to use word processing and voice recognition programs, in addition to traditional methods of teaching.

Computing is also available to both extend those boys with a talent in a particular subject. For instance, boys with a talent in writing might be encouraged to improve a piece of writing by using word processing, or boys with a talent for programming might be advised on various programs, apps or learning sites to pursue their interest.

Computing clubs will be offered to various groups of boys throughout the year to build, enhance, extend or simply enthuse learning in the subject.

Equal Opportunities
All boys regardless of race, or ability should have the opportunity to develop IT capability. We ensure that our boys:
- Have equal opportunities to develop computing capabilities
- Use software which is appropriate to their ability and age
- Have equal access to teaching
- Have equal access to computing resources, which include a set of tablets in both lower and upper schools, computing suite with 27 machines, interactive whiteboards or equivalent in all classrooms, one or more class computers or tablets in each classroom, printers, scanners,

cameras, electronic control devices, tape recorders, headphones, microphones, etc...

Principles for the Teaching and Learning of Computing

All children will have individual or paired access to computing equipment to assist learning of computing both as a subject in itself and as a tool to enhance learning in other subjects for a minimum of 1 lesson per week, although 2 lessons per week is highly recommended. The 1 lesson per week should cover elements of the computing schemes and the additional lesson can be used to fulfil aims of another subject, as per the teacher's discretion. The majority of other lessons will often incorporate some element of teacher-led computing, for instance through the use of interactive whiteboards, appropriate subject specific programs and the internet. The amount of computing used outside of core lessons will vary from year and be partly dependent on the strengths of the individual teachers. We recognise that while computing can offer a stimulating resource for teachers, the impact of the technology will be more beneficial when mixed among traditional methods of teaching which some children might find more stimulating.

Data Protection Act

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues, etc. Electronic copies should only be kept on either the teachers' section of school password protected computers or a pass worded on a flash used only by appropriate staff. Documents should not be kept on home computers but rather accessed remotely and under systems deemed safe by computer technician. The staffroom and Brewitt Suite should be locked after hours and on weekends when staff not in regular attendance. Peripatetic staff shall be given logins to the computer which has limited access, in other words, does not include the staff section where reports and IEPs are kept. All electronic copies should be deleted within 1 year of the child leaving the school. Hard copies should be kept in the appropriate school office files (locked when no staff member in attendance) under the control of the bursar. If a computer besides a non-networked computer is used to update information, data should not be saved to the hard drive. Information can be transferred from home or other computers via email attachments, but the emails must be deleted from sent and inboxes at first opportunity. Private documents, such as reports, should not be stored on *The Cloud* except on a temporary basis.

Health and Safety

- It is important that all electrical equipment is kept in good working order. To ensure the health and safety of the boys and staff the following guidelines must be adhered to:
- Equipment should be situated away from water, tea, food.
- Boys should always be supervised when using computer equipment.
- All equipment should be switched off at the end of the working day.
- Computers and keyboards may be wiped clean with a soft damp cloth when switched off.
- Computer screens should only be dusted with appropriate cloths.
- Dust should be vacuumed safely from computers on a yearly basis.
- Technical faults should be reported immediately to the Computer Coordinator or Technician, who should record them on task list located on network system.
- All plugs, leads, projector and other equipment should be checked regularly and tested for electrical safety.
- The use of solvent cleaners and polishes is not allowed without express permission from the Coordinator or Technician.

- Staff will demonstrate and encourage the safe use of computers, including proper sitting position, eye stretches, resting periods.

Role and Responsibilities

The school recognises that because of the wide spread use of computing within the school, the responsibility must be shared between a number of staff, most importantly the Computing Coordinator (CC), Computer Technician (CT), Bursar (B) and Headmaster (HM). In addition, subject coordinators are to assist in monitoring and encouraging the cross-curricular use of computing. The Assessment Coordinator will also oversee aspects of computing within his/her area.

The responsibilities include:
- Maintaining a computing and internet policy that reflects current technology and attitudes.
- Overseeing schemes of work that reflect current resources, staff and child skills.
- Monitoring and implementing of schemes of work (created by year group teachers).
- Organisation and distribution of hardware and software throughout the school.
- Maintaining central resources (audited annually) such as software masters, digital cameras, control and monitoring equipment in an organised and accessible manner. (CT)
- Planning and implementing INSET programmes according to staff needs. (CT and HM)
- Ensuring that Health and Safety guidelines in ICT are followed, including:
  -Setting up and moving equipment (CT)
  -Establishing appropriate working conditions (CC and CT)
  -Ensuring electrical safety checks are carried out by relevant authority (Domestic Manager)

Planning, Recording, Assessment and Monitoring

Each year group must provide separate schemes of work, medium term and weekly plans for Computing in accordance with the school's planning policy. When computing is used to support other subject, it should be briefly annotated any cross-curricular references. In the Whitsun term, the submitted work should consist of the End-of-Year exam, from Prep upwards. Ideally the work shall be submitted electronically and placed under the school's networked computer located under the following pathway: Staff/Monitoring/Computing.

It is acceptable that individual year-end assessments do not need to take place prior to Prep as boys home experience, which will vary greatly, will have greatly influenced their assessment and therefore not accurately reflect their learning.

A class tick sheet of computer skills, word processing, keyboard and data inputting skills (found at the end of each year's scheme) should be passed on at the end of the year to the coordinator and to the next year's teacher. It should also include a list of the 'Switched On Computing' topics covered and point out any major problems or issues that arose in the previous teaching year.

Expectations and Progression

The expectations will broadly correspond to the expectations of the National Computing Curriculum, although there is a philosophical disagreement on importance of programming and some pupils might achieve less in this area. Conversely, pupils will most likely achieve more skills than the national average in the word processing, keyboard and data inputting.

Due to the expanding nature of computing technology in the world and school environment, it is recognised that subsequent year groups will learn aspects of the curriculum quicker than earlier year groups and therefore different activities might be covered in different classes in different years.
It is also recognised that the teaching staffs' subject knowledge in computing can vary greatly and with this in mind, it is permitted to again swap topics and activities among year groups in order to ensure pupils are successfully taught as many parts of the curriculum as possible.

It is expected that teachers will undertake to expand their own personal computing knowledge on a regular basis by attending courses or learning on-line.

Acceptable User Statement

The computer system is owned by the school and may be used by children to further education and by staff to enhance their professional activities.

PART 2: APPROPRIATE USE OF INTERNET AND EMAIL FACILITIES

Aims

Our first aim is to recognise the benefits and drawbacks of the internet is an important first step in the school raising its teaching standards in order to meet the growing importance of the web in the world. Our second aim is to make the children discerning and responsible users so that when they leave Loyola at the age of 11 they are equipped on how to use the internet to their benefit and respond sensibly to dangers. Our third aim is to develop a two-way communication with parents in order to learn from our experiences on how to improve their children's valuable, safe and enjoyable use of the internet.

Rationale

The Internet is becoming as commonplace as the telephone or TV. Indeed the internet is now an integral part of the modern phone, which young children have increasing access to. Significant educational benefits should result from curriculum Internet use, including access to information from around the world and the abilities to communicate widely. Internet safety depends on staff, schools, governors, advisers and parents to take responsibility for the use of the Internet.

- The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide children with quality Internet access as part of their learning experience. The purpose of Internet use in school is to raise educational standards, to promote pupil achievement and to support the professional work of staff.
- A benefit of using the Internet allows access to world-wide educational resources including museums and art galleries, and staff professional reasonable precaution to ensure that users access only appropriate material.
- Rules for Internet access will be posted near all computers.
- Virus protection will be installed and updated regularly.
- The new ICT and Internet facilities will be available to all staff, governors and Friends of School.
- For the purpose of this document, the internet refers to all possible access points on computers, laptops, tablets, smart phones, and other devices.

Principles for Acceptable Use of the Internet

Use of school computers by pupils must be in support of the aims and objectives of Loyola's ICT Schemes of Work and the National Curriculum. Parents (when child joins Loyola), pupils (from Prep upward) and all staff (every 3 years) will all be asked to sign an acceptable use agreement to recognise that they have read and understood the important elements of the policy. Inappropriate use can result in the withdrawal of privileges for pupils or disciplinary actions against staff or pupils.

Online activities which are encouraged include:

- The use of email and computer conferencing for communication: between colleagues, between pupils(s) and teacher(s), between pupil(s), between schools and industry.
- Use of the Internet to investigate and research school subjects, cross-curricular themes or topics related to social and personal development.
- Use of the Internet to investigate careers and Further and Higher education.
- The development of pupils' competence in ICT skills and their general research skills.

Online activities which are not permitted include:

- Searching, viewing or retrieving materials that are not related to the aims of the curriculum or schemes.
- Copying, saving or redistributing copyright-protected material, without approval.
- Subscribing to any services or ordering goods or services, unless specifically approved by the school.
- Playing computer games or using other interactive 'chat' sites unless specifically approved by the school.
- Using the network in such a way that use of the network by other users is disrupted (for example: downloading large files during peak usage times; sending mass email messages).
- Publishing, sharing or distributing any personal information about a use (such as: home address; email address; phone number; etc).
- Downloading software.
- Any activity that violates a school rule.

Guidelines

Children will:

- Have equal access to email in a safe & secure environment.
- Have equal access to a variety of approved websites through the Intranet.
- Children will be taught all the skills in order to use Internet & email as an ICT tool.
- Children will use Internet & email to support, enhance & develop all aspects of curriculum.
- Children will develop Internet & email skills at the appropriate level regardless of race, gender, intellect and emotional or physical difficulties.*

Guidance on the use of email

Email is still the most common use made of the Internet. This fast and cheap method of communication is available to all staff and upper school pupils at Loyola. In order to train children how to use email in a safe and acceptable manner, all boys from Prep will be assigned an email account under the address @loyolaboys.co.uk. If a message is sent to them outside of the Loyola family (teachers, parents and other pupils), the messages will be blocked either by the boys themselves or the IT technician or class teacher. The school as domain holder will maintain control over the pupil's accounts: they will have the ability to monitor the accounts for appropriate usage and the ability to change pupils' passwords. Parents will also have access to the pupils' accounts and be encouraged by regular communication (Clarion Call) to check their children's accounts.

Unfortunately, certain pupils might perceive email as a way to send secret offensive messages. Anyone receiving unwanted email should report it immediately to the school's network manager or IT co-ordinator. Anyone caught sending such messages should have their access to the technology denied. An email address for a class might make more sense in some cases rather than individual email accounts that are harder to monitor. These are recommended for use in used in the Lower School.

Guidance for All Users

Loyola Preparatory School supports the implementation and sharing of effective practices and collaborative networking made possible by the intranet and the internet, nationally and internationally.

Staff is encouraged to use ICT resources in their teaching and learning activities, to conduct research, and for contact with others in the education world. Electronic information-handling skills are now fundamental to the preparation of citizens and future employees in the Information Age. The Staff is encouraged to investigate the possibilities provided by access to this electronic information and communication resource, and blend its use, as appropriate, within the curriculum. They should model appropriate and effective use, and provide guidance and instruction to pupils in the acceptable use of the Intranet/Internet.

When using the Internet, all users are expected to comply with all laws and government regulations concerning copyright, libel, fraud, discrimination and obscenity and all school staff is expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the education sector.

Pupils are responsible for their good behaviour on the school networks, just as they are responsible for their personal behaviour, both on and off school premises. While the use of information and communication technologies is a required aspect of the national Curriculum, access to the Intranet/Internet is a privilege – not a right. It will be given to pupils who act in a considerate and responsible manner, and may be withdrawn if they fail to maintain acceptable standards of use.

Staff should ensure that pupils know and understand that, in addition to the points found under **Online activities which are not permitted** stated earlier in this document, no Intranet or Internet user is permitted to:

- Retrieve, send, copy or display offensive messages or pictures.
- Use obscene or racist language.
- Harass, insult or attack others.
- Damage computers, computer systems or computer networks.
- Violate copyright laws.
- Use another user's password.
- Share a password of theirs or another with a third party.
- Trespass in another user's folders, work or files.
- Use the network for commercial purposes.

Supervising and Monitoring Usage

Teachers should guide pupils toward appropriate materials on the Intranet/Internet. This will avoid a great deal of time wasting as well as going some way towards monitoring the sites accessed by pupils.

- Internet rules shall be posted in the ICT suite and reviewed at the beginning of the school year with all classes. (Addendum A)
- Pupils from Prep upward and parents are required to sign a form stating that rules have been read and agreed.
- Internet access (IA) in the Early Years, Pre Prep I and Pre Prep II, whether on tablets, desktops or laptops, should be restricted to key websites that have been assigned specific icons on the desktop or assigned under the 'favourites' bar or that are directly linked to an appropriate site chosen by the teacher.
- For Pre Prep II and younger, IA service providers such as Google Chrome or Internet Explorer will not be immediately accessible on desktops, but rather available through the start menu.
- For all ages, particularly for Pre Prep II and below, if teachers wish pupils in the schools to surf the net, it is strongly advised "walled garden sites" such as Yahooligans, CBBC, Google Safe Search and You Tube for Children should be used whenever possible. If this is not possible, the teacher pupil ratio should be no greater than 1:2 during the search process.
- When a site such a less child friendly search engine such as Bing or Google is used for Prep or Elements boys, it is highly recommended that a mock search be conducted by the teacher in advance of the lesson in order to filter out any possible negative searches.
- It is recognised that Figures and Rudiments will be given slightly more freedom in IA, but these year groups as all year groups will be closely supervised during internet use.
- Teachers and/or IT technician will review browsing history when appropriate use is questioned.
- Intranet/internet should be in full view of people circulating in the area. If only one teacher is available to supervise, the boys on the far end of the suite should not be allowed to search.
- Whenever possible, the teacher should place recommended websites under 'favourites' or bookmarks.

- Surfing the web as a whole class activity should involve similar precautions, including "walled garden sites", mock searches and video screenings prior to the lesson. If this is not possible, the screen 'mute' button should be used until the safety of a certain site can be viewed.
- Advertisements and pop-up boxes on the websites should be avoided when possible. For instance, when viewing a video, the teacher should turn off the sound and picture until the advertisement finishes or he/she is allowed to press 'skip' on the site.

No pupil should use school access to the intranet/internet unsupervised unless they have written permission from a parent or guardian.

No pupil should use the internet at home for homework or email unless they have informed their parent in advance and gained permission.

If the parent is unable to supervise and unhappy giving permission for unsupervised access, the homework task can be modified or delayed without penalty to the pupil.

Homework involving the internet should be specified on the homework page and where appropriate websites recommended.

In all cases pupils should be reminded of their responsibility to use these resources in line with the school policy on Acceptable Use.

Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While normal privacy is respected and protected by password controls, as with the Internet itself, users must not expect files stored on Loyola Preparatory School servers or hard drives to be absolutely private. An email is as '**private as a postcard**', it is quite likely that no one other than the sender and receiver will ever read it, but others could if they were inclined.

Home Computers

Staff are not allowed to use their home computers or electronic devices to store any school documents or photographs except on an occasional and temporary basis. For instance, use of home computer might be necessary due to failure of remote access or inaccessibility of a school computer (eg during a school trip). In such instances, staff are required to transfer data onto the school network at first opportunity and then immediately delete material from their personal device.

Mobile Phones

Mobile phones are not permitted for pupils in school unless pupils have written permission from parents to commute to and from school unescorted in which case their mobile phone must be deposited with the school office upon arrival at school or on school trips

Mobile phones may be used by staff in both the school and EYFS for internal communication but may not be used during directed times for social reasons.

Staff in the main school and EYFS may use their own smart phones including tablet computers for recording pupils' achievements or to record pupils activity during trips photographically, but all images must be downloaded onto the school's central system as soon as practicable and deleted from personal devices on a regular and timely basis.

Parents have consent to photograph their children in official school events such as productions or fixtures on the strict condition that these are for personal use only and may not be published on the internet including social networking sites.

Parents are asked for permission for their sons' images and work to be used on the school web site. No image is used with any identification

Parents are notified twice about the school's internet rules, when first joining Infants and when first starting/joining Upper School and their permission is gained through a signature and filed. This is done through a cover letter (Addendum B), a copy of the rules (Addendum A) and a signing form (Addendum C).
Boys are required to review the rules with their parents and also sign the form.

Filtering External Websites

It is an absolute requirement that access to the Internet provided to staff and pupils in any school or educational institution through any Internet Service Provider (ISP) is a blocked or filtered service. Loyola Preparatory School restricts access to only those internet search engines that offer the highest level of 'Safe Search' functionality, and use Cyren Globalview to manage web content filtering. All users should be aware that Loyola staff can and might track and record the sites visited and the searches made on the Intranet/internet by individual users. Internet rules (Addendum A) are posted in ICT suite and teachers are required to be reviewed at least every year or more often as needed.

Schools should advise parents that they provide filtered and monitored access to the Internet for pupils. However, they should also be aware that with these emerging and constantly changing technologies there is no absolute guarantee that a pupil cannot access materials that would be considered unsuitable. The chance of just coming across such materials is unlikely, but it obviously increases in direct proportion to the amount of time and effort an individual puts into their search.
If staff or the pupils under their care are unfortunate enough to come across any offensive web pages, whilst using school equipment, you are obliged to report it via email to itsupport@loyolaprepschool.co.uk by filling out and attaching a safety report form found under the intranet Staff/ICT/Reporting Internet Abuse. It should then be saved under the same location with the same document name followed by the date of the incident, eg **Reporting Internet Abuse 14314** (14th March 2014). In some cases it might also be appropriate to copy in or inform the IT Coordinator, Head teacher or School Welfare Officer.

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