HAWLEY PRIMARY SCHOOL

COMPUTING POLICY

AGREED BY HEADTEACHER: Spring 2025
LATEST REVIEW: Spring 2025
NEXT REVIEW: Spring 2027

Contents

1 Introduction

1a. A high-quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems (National Curriculum 2014). At Hawley Primary School we believe that the use of computing is an integral part of the school curriculum and is a key skill for everyday life.

A high-quality Computing education is essential for the growing technological world and provides the foundations for students to participate in and understand the rapid and ever evolving technology across the globe. Technology is now used for a variety of everyday tasks such as checking emails; getting directions; socialising; shopping and much more. It is imperative that pupils have a secure knowledge of this so they may access ideas, experiences and further learning from a range of cultures, people and communities. By the time children leave Hawley Primary School, they should have a good understanding of Computer Science, Digital Literacy and Information Technology.

Computer Science: The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
(National Curriculum 2014)

- Problem Solving
- Programming
- Logical thinking

Information Technology: Building on their computer science knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. (National Curriculum 2014)

- Creating content
- Searching

Digital Literacy: 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. (National Curriculum 2014)

- Online safety
- Using IT beyond school

1b. **Intent**

Our children receive structured lessons which cover all required skills and meet the aims set out in the National Curriculum. This will help children at Hawley Primary School to progress their analytical problem-solving skills and learn to evaluate and apply information technology. Structured lessons will provide children with opportunities to develop their computer science, information technology and digital literacy skills. Children should learn to become responsible, competent, confident and creative users of technology. Through computer science children will develop their computational thinking skills (children can apply programming skills to real world problems). Through information technology children will work with text, multimedia presentations and data analysis. Through digital literacy pupils will learn how the internet, search engines and the world wide web works as well as grow an understanding of online safety.

1c. **Implementation**

Computing at Hawley Primary School will be taught through the implementation of Teach Computing. Teach Computing is a scheme of work which allows both pupils and staff to master their

computing knowledge and skills. Although each year group will have a unit dedicated to online safety, this subject matter should be of regular discussion throughout the whole academic year. Through clear teacher planning (provided/adapted from Teach Computing) and good use of resources available, children will begin to build on prior knowledge and tackle new skills and challenges. Teachers will use the planning provided to teach their computing lessons weekly. In EYFS, children will become more familiar with technology by focusing on key skills, including typing, using usernames and passwords and the beginnings of coding using BeeBots to meet all goals from the Early Years Framework 2021. In KS1, children will focus upon developing their understanding and use of programming, online safety and algorithms. In KS2, children will expand upon their skills/prior knowledge from KS1. They will then begin to develop their understanding and use of coding, computer networks and internet services.

1d. **Impact**

Computing will be recognised as an integral subject as the world's technology continues too rapidly advance. Learning and teaching of computing will be enjoyed by both staff and pupils as confidence and subject knowledge grows. Teachers will have a more secure understanding of the curriculum and will be able to identify gaps in learning, adapt learning for specific groups e.g. SEND or Pupil Premium, have high expectations and understand how to assess the computing curriculum. Children will be able to use specific computing vocabulary accurately and can apply their computer science, information technology and digital literacy skills to everyday world problems. All members of the school community will be safe online, having a good understanding of online safety.

2 Aims and Objectives

Children at Hawley Primary School are encouraged to:

- Develop computing knowledge and conceptual understanding through lessons focusing upon computer science, information technology and digital literacy.
- Develop a good understanding of online safety.
- Be equipped with the computing knowledge required to understand the uses and implication of computing/technology, today and for the future as technology advances.
- Enjoy a range of activities taught within computing lessons and can ask questions to further improve their learning.
- Explore their attitudes towards computing and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy.
- Present computing as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills.
- Use computing as a tool to support teaching, learning and management across the curriculum.
- Appreciate the relevance of computing in our society and ensure that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.

3 Teaching and Learning of Computing

As the aims of Computing are to equip children with the skills necessary to use technology to become competent independent learners, the teaching style that we adopt should be as active and practical as possible. While at times we do give children direct instruction on how to use hardware or software, the main emphasis of our teaching in Computing is for individuals or groups of children to use technology to help them in whatever they are trying to study. Although at times it may be necessary to teach 'unplugged' (without the use of technology on an individual/group basis) these lessons should still be active and practical in nature where possible. For example, when teaching KS1 about algorithms, instead of programming BeeBots the children would draw a sequence of arrows (creating an algorithm), and the teacher/ta/students would follow the set of instructions (algorithm)

and be the 'BeeBots' themselves. Teachers are encouraged to use cross curricular links and children are encouraged to explore ways in which the use of computing can help them progress their learning across the curriculum.

It is recognised that all classes will have children with widely differing computing abilities, especially as some children will have access to computing equipment at home while others will not. Teachers will provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. Most lessons will be differentiated by outcome. Lessons should be taught to the children in mixed ability grouping so the students can share their experiences of computing and assist one another.

4 Planning

4a. **Planning Format**

All planning for computing is provided by Teach Computing and staff should use this. Staff may wish to annotate plans where they may need to adapt planning for the needs of the class.

4b. **Adapting Teaching**

Although the aim of Computing is to equip children with the skills necessary to use technology, it may not always be possible to use items such as computers or iPads. When this is the case (due to lack of resources available or during a time when technology is being repaired) teachers will adapt their planning and teaching of the curriculum. This is called teaching unplugged.

4c. **EYFS**

Computing should be taught in reception through enquiry and observation to meet the targets from the EYFS framework. Computing in EYFS will enable children to make progress in preparation for Year 1. It should be planned for children to have the opportunity to use computers, Interactive Whiteboards, recording devices, programmable toys and iPads; both in adult directed and independent activities. The focus throughout the EYFS is to build children's confidence in using devices to find information and to communicate in a variety of ways.

4d. **KS1**

Teachers should use the Teach Computing planning to cover the following areas in KS1 (Teach Computing matches the National Curriculum):

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

4e. **KS2**

Teachers should use the Teach Computing planning to cover the following areas in KS2 (Teach Computing matches the National Curriculum):

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs, work with variables and various forms of input and output

- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

5 Curriculum Content

5a. **Overview of Subject**

In the Early Years Foundation Stage, The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Teachers should follow the subject overview (appendix A) detailed below when planning for Computing. If there is reason to alter the order of lessons taught, then the subject leader should be informed.

Where it may be necessary to teach unplugged, teachers should look for alternative practical activities to engage the children and progress their learning. For example, teachers could look at lesson ideas available on Purple Mash and/or CS Unplugged (https://csunplugged.org/en/) when teaching Computer Science without technology available.

5b. **Cross Curricular Links**

Where possible, teachers should look at how they can make their lessons cross curricular. Computing has good links with English, Maths, PSHE and Citizenship.

English: Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They could develop their writing skills and improve writing speed through typing.

Maths: Many 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.

PSHE and Citizenship: Computing contributes 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 discussing online safety. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of technology.

Staff should look at how they can bring technology into their topic lessons such as use of iPads, Computers, applications, camera etc. to complete tasks.

6 Reports and Assessment

Reports to parents on student's progress will be made verbally twice a year during Parent Consultation Evening. Reporting progress to parents will focus upon:

- Effort in Computing
- Attainment in Computing
- Current assessment level (teacher judgement and Arbor)

Teachers assess children's work in Computing through formative assessments as they observe children during lessons. On completion of a piece of work, the teacher will view and assess it, highlighting next step points for improvement as necessary (this may be written or verbal). The final work will not always be in a hard copy. Assessment will be completed by the teacher at the end of each half term using the objectives set on Arbor.

All work set through Purple Mash will be saved to the pupil's individual Purple Mash login. Otherwise, the work will be saved on their individual computer logins on the Hawley system.

7 Health and Safety

7a. **Use and care of technology/equipment**

All computing equipment, its use, location and maintenance will be in accordance with the school's Health and Safety policy. Children are encouraged to close computers down and prepare them for use. They will be encouraged to sit comfortably and use two hands on the keyboard. Teachers will model to children the proper care and use of all equipment before the children are allowed to use it. Children will be made aware of how to use the internet safely. An online safety and Acceptable Use Policy have been developed to allow the safe and efficient use of the Internet and computing resources for both staff and pupils in an educational context. Food and drink are not permitted near to or when using computing equipment. It is the responsibility of all staff to ensure that classroom computing equipment is stored securely, cleaned regularly and that their class leaves the computing suite clean and tidy after use. To ensure that copyright laws are adhered to, staff, children and parents are not permitted to run software brought in from outside school on school machines.

7b. **What is online safety?**

Hawley Primary School prioritises online safety by displaying SMART rules in all classrooms and delivering regular e-safety sessions. The computing lead and DSL provide advice, while staff monitor internet use. The Headteacher and Leadership Team lead on e-safety, supported by a filtering service and the school's online safety policy.

7c. **Spotting and Raising Concerns**

All staff need to be aware of what to look for regarding online safety and children. All staff will be made aware of the correct procedure (CPOMS) to follow if they have any concerns or questions. Please see the online safety policy to ensure you are fully aware of procedures to follow and have a secure understanding of online safety.

8 Resources

Hawley Primary School provides each classroom with interactive whiteboards, laptops, and network access. KS2 has three computers per room; KS1 uses laptops. Resources include a 28-computer suite, iPads, Surface Books, and various digital tools. Computing equipment is audited annually, ensuring resources support the curriculum and ongoing software needs are reviewed.

9 Technical Support

Hawley Primary School currently uses the services of School Care to support and maintain the computing infrastructure in the school. As part of this contract, the Technician will be responsible for the safe upkeep of all hardware and the updating of anti- virus software. All staff should either inform the Computing Technician or call School Care directly if they have any technical issues.

10 Inclusion and Equal Opportunities

Hawley Primary School offers a broad, balanced education, ensuring no bias in assessment and high expectations for all. Lessons are matched to individual needs, using practical computing approaches and accessible vocabulary. Mixed-ability teaching promotes teamwork, while resources and planning support both more able pupils and those needing extra help, including EYFS.

11 Monitoring and Review

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the computing subject leader. The subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. Regular monitoring of the standards of pupil's work and the quality of teaching and learning will take place through:

1. Monitoring and evaluation of pupil's work
2. Lesson observations
3. Monitoring of planning adaptations from Teach Computing
4. Staff and Pupil Voice

Meetings with all subject coordinators also ensure that the use of computing across the curriculum is planned for and evaluated.

12 Data Protection

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

13 Role of the Subject Leader

The computing subject leader contributes to an annual action plan for computing, which can form part of the School Development Plan. The action plan is regularly reviewed to ensure targets are being met by both the subject lead and SLT. The subject leader supports colleagues and ensures they are informed of developments in the subject providing a strategic lead and direction in the school. The subject lead will work with staff to ensure good progression and continuity throughout the school. The subject lead will also conduct observations and staff voice to see where CPD is required.

14 Acceptable Use Statement

The computer system is owned by the school and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management. The installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden. Instillation of software or hardware must be approved by either the computing lead, SLT, the computing technician or School Care. The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Please make yourselves aware of the acceptable use agreements and the remote learning code of conduct contract (Appendix B and C).

15. Appendices

Appendix A – Cycle A and B Overview

Cycle A and B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Finding our Feet** **Is There Room on a Broom for a Gruffalo**	**In with a bang** **Celebrating You**	**Once upon a time**	**Eggcellent!**	**It's a bugs life**	**Join our journey**
Year 1/2 Topic	**Hooray for Hawley**	**Up up and away**	**Victorious Victorians**	**Into the Toy Box**	**To the rescue**	**Going for Gold!**
Computing concept year 1	**Technology around us.** To identify technology. To identify a computer and its main parts. To use a mouse in different ways. To use a keyboard to type on a computer. To use the keyboard to edit text. To create rules for using technology responsibly.	**Creating media- digital painting.** To describe what different freehand tools do. To use the shape tool and the line tools. To make careful choices when painting a digital picture. To explain why I chose the tools I used. To use a computer on my own to paint a picture. To compare painting a picture on a computer and on paper.	**Programming A- moving a robot.** To explain what a given command will do. To act out a given word. To combine 'forwards' and 'backwards' commands to make a sequence. To combine four direction commands to make sequences. To plan a simple program. To find more than one solution to a problem.	**Data and information- Grouping data.** To label objects. To identify that objects can be counted. To describe objects in different ways. To count objects with the same properties. To compare groups of objects. To answer questions about groups of objects.	**Creating media- digital writing.** To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To make careful choices when changing text. To explain why I used the tools that I chose. To compare typing on a computer to writing on paper.	**Programming B- Programming animations.** To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program.
Computing concept year 2	**Computing systems and networks- IT around us.** To recognise the uses and features of information technology. To identify the uses of information technology in the school. To identify information technology beyond school. To explain how information technology helps us. To explain how to use information technology safely.	**Creating media- Digital photography.** To use a digital device to take a photograph. To make choices when taking a photograph. To describe what makes a good photograph. To decide how photographs can be improved. To use tools to change an image. To recognise that photos can be changed.	**Programming A- Robot algorithms** To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program. To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written.	**Data and information- pictograms.** To recognise that we can count and compare objects using tally charts. To recognise that objects can be represented as pictures. To create a pictogram. To select objects by attribute and make comparisons. To recognise that people can be described by attributes. To explain that we can present information using a computer.	**Making music.** To say how music can make us feel. To identify that there are patterns in music. To experiment with sound using a computer. To use a computer to create a musical pattern. To review and refine our computer work.	**Programming B- Programming quizzes.** To explain that a sequence of commands has a start. To explain that a sequence of commands has an outcome. To create a program using a given design. To change a given design. To create a program using my own design. To decide how my project can be improved.
	To recognise that choices are made when using information technology.					
Year 3/4 Topic	**Were the Romans really rotten?**	**The Power of Words**	**Lights, Camera, Action!**		**Walk like an Egyptian!**	
Computing concept year 3	**Computing systems and networks- Connecting computers.** To explain how digital devices function. To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	**Creating media- Stop frame animation.** To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation.	**Programming A- Sequencing sounds.** To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description	**Data and information- Branching databases.** To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool	**Creating media- desktop publishing.** To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	**Programming B- Events and actions in programs** To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge
Computing concept year 4	**Computing systems and networks- the internet.** To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	**Creating media- audio production.** To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio	**Programming A- Repetition in shapes.** To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome	**Data and information- data logging.** To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions	**Creating media- photo editing** To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	**Programming B- repetition in games** To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
Year 5/6	**Coastal Adventures**	**Sensational Shang** The First Chinese Superpower	**We Rule!**		**Ever Evolving**	
Computing Concept year 5	**Systems and searching** To explain that computers can be connected together to form systems.	**Creating media- video production.** To explain what makes a video effective.	**Programming A- Selection in physical computing.** To control a simple circuit connected to a computer	**Flat-file databases** To use a form to record information. To compare paper and computer-based databases. To outline how you can answer	**Introduction to vector graphics.** To identify that drawing tools can be used to	**Selection in quizzes** To explain how selection is used in computer programs. To relate that a conditional statement connects a condition to an outcome

	To recognise the role of computer systems in our lives. To identify how to use a search engine. To describe how search engines select results. To explain how search results are ranked. To recognise why the order of results is important, and to whom.	To use a digital device to record video. To capture video using a range of techniques. To create a storyboard. To identify that video can be improved through reshooting and editing. To consider the impact of the choices made when making and sharing a video.	To write a program that includes count-controlled loops. To explain that a loop can stop when a condition is met. To explain that a loop can be used to repeatedly check whether a condition has been met. To design a physical project that includes selection. To create a program that controls a physical computing project.	questions by grouping and then sorting data. To explain that tools can be used to select specific data. To explain that computer programs can be used to compare data visually. To use a real-world database to answer questions.	produce different outcomes. To create a vector drawing by combining shapes. To use tools to achieve a desired effect. To recognise that vector drawings consist of layers. To group objects to make them easier to work with. To apply what I have learned about vector drawings.	To explain how selection directs the flow of a program. To design a program that uses selection. To create a program that uses selection. To evaluate my program.
Computing concept year 6	**Communication and collaboration** To explain the importance of internet addresses. To recognise how data is transferred across the internet. To explain how sharing information online can help people to work together. To evaluate different ways of working together online. To recognise how we communicate using technology. To evaluate different methods of online communication.	**Web page creation** To review an existing website and consider its structure. To plan the features of a web page. To consider the ownership and use of images (copyright). To recognise the need to preview pages. To outline the need for a navigation path. To recognise the implications of linking to content owned by other people.	**Variables in games** To define a 'variable' as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use my design to create a project. To evaluate my project.	**Introduction to spreadsheets** To create a data set in a spreadsheet. To build a data set in a spreadsheet. To explain that formulas can be used to produce calculated data. To apply formulas to data. To create a spreadsheet to plan an event. To choose suitable ways to present data.	**3D modelling** To recognise that you can work in three dimensions on a computer. To identify that digital 3D objects can be modified. To recognise that objects can be combined in a 3D model. To create a 3D model for a given purpose. To plan my own 3D model. To create my own digital 3D model.	**Programming B- sensing movement** To create a program to run on a controllable device. To explain that selection can control the flow of a program. To update a variable with a user input. To use an conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device. To develop a program to use inputs and outputs on a controllable device.

Appendix B – Acceptable Use Agreements

Staff/Governors

To ensure that members of staff are fully aware of their professional responsibilities when using information systems and when communicating with parents, pupils, and others, they are asked to sign this code of conduct. Staff should consult the detail of the school's Policy for Staff Acceptable Use of ICT, Safeguarding and Child Protection for further information and clarification.

- I appreciate that IT includes a wide range of systems, including mobile phones, personal digital assistants, cameras, email, internet, and HCC intranet access and use of social networking and that IT use may also include personal IT devices when used for school business.
- I understand that it may be a criminal offence to use the school IT system for a purpose not permitted.
- I understand that I must not communicate information which is confidential to the school or which I do not have the authority to share.
- I understand that school information systems and hardware may not be used for personal or private without the permission of the Headteacher.
- I understand that my use of school information systems, internet and email may be monitored and recorded, subject to the safeguards outlined in the policy to ensure policy compliance.
- I understand the level of authority required to communicate with parents and pupils using the various methods of communication.
- Following Safeguarding guidance, I understand that I will not use the school IT system to access inappropriate content.
- I understand that accessing, viewing, communicating, and downloading material which is pornographic, offensive, defamatory, derogatory, harassing or bullying is inappropriate use of IT.
- I will respect system security, and I will not disclose any password or security information to anyone other than an authorised system manager. I will not use anyone's account except my own.
- I will not install any software or hardware without permission.
- I will follow the school's policy in respect of downloading and uploading of information.
- I will ensure that personal data is stored securely and is used appropriately whether in school, taken off the school premises or accessed remotely. I will not routinely keep personal data on removable storage devices. Where personal data is required, it will be password protected/encrypted and removed after use.
- I will respect copyright, intellectual property and data protection rights.
- I understand use for personal financial gain, gambling, political activity, advertising, or illegal purposes is not permitted.
- I will report any incidences of concern regarding children's safety to the Designated Safeguarding Lead or Headteacher.

- I will report any incidences of inappropriate use or abuse of IT and inappropriate electronic communications, whether by pupils or colleagues, to the Headteacher, or if appropriate, the Chair of Governors.
- I will ensure that any electronic communication undertaken on behalf of the school, including email and instant messaging are compatible with my professional role and that messages do not present personal views or opinions and cannot be misunderstood or misinterpreted.
- I understand the school's stance on use of social networking and given my professional role working with children, will exercise care in any personal use of social networking sites.
- I will ensure that any electronic communications with pupils, where permitted, are compatible with my professional role and that messages cannot be misunderstood or misinterpreted.
- I will promote online safety with pupils in my care and help them to develop a responsible attitude to system use, communication and publishing.
- I understand that inappropriate use of personal and other non-school based ICT facilities can have implications for my employment at the school where this becomes known and where activities undertaken are inconsistent with expectations of staff working with children.

The school may exercise its right to monitor the use of the school's IT systems and accesses, to intercept email and to delete inappropriate materials where it believes unauthorised use of the school's IT systems may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, images or sound.

I have read and understand the Policy for Staff Acceptable Use of IT and understand that inappropriate use may be misconduct or gross misconduct and may, after proper investigation, lead to a disciplinary sanction or dismissal. I understand that if I need any clarification regarding my use of IT facilities, I can seek such clarification from any member of the Leadership Team.

SIGNED: ……

DATE: ……..

NAME (PRINT): ……

Early Years Foundation Stage/KS1
Home/School Acceptable Use of Technology Agreement

The Rationale for Technology at Hawley Primary School

Digital technologies have become integral to the lives of children and young people, inside and outside schools. These technologies are powerful tools, which open new opportunities for everyone. These technologies can stimulate discussion, promote creativity, and raise awareness of context to promote effective learning. At Hawley Primary School we believe young people should always have an entitlement to safe internet access.

This Acceptable Use Agreement is intended to ensure:

- That our children use technology, including the internet, safely and responsibly inside and outside of school
- That our school systems and users are protected from accidental or deliberate misuse

****

At Hawley Primary School, we understand how important the use of technology is. The Internet and other technology can open opportunities for everyone. We want to ensure that when you are using the internet, you are safe and the others around you are safe too.

So that I stay safe when I am using computers:

- I will ask an adult if I want to use the computers, laptops and iPads
- I will take care of the computer and other equipment I am using
- I will only use activities that an adult has told me or allowed me to use, making sure they are suitable for my age
- I will ask for help from an adult if I am not sure what to do or if I think I have done something wrong
- I will tell an adult if I see something that upsets me on the screen
- I will tell an adult if someone tries to speak to me online
- I will only share my login details with my trusted adults at home or at school
- When online, I will not share my name, age, address, or school with anyone
- I know that if I break the rules, I might not be allowed to use a computer, laptop or iPad

Please sign your name below to show that you understand and agree to these rules.

Signed (child): .....

Signed (parent): .....

Key Stage 2
Home/School Acceptable Use of Technology Agreement

The Rationale for Technology at Hawley Primary School

Digital technologies have become integral to the lives of children and young people, inside and outside schools. These technologies are powerful tools, which open new opportunities for everyone. These technologies can stimulate discussion, promote creativity and raise awareness of context to promote effective learning. At Hawley Primary School we believe young people should always have an entitlement to safe internet access.

This Acceptable Use Agreement is intended to ensure:

- That our children use technology, including the internet, safely and responsibly inside and outside of school
- That our school systems and users are protected from accidental or deliberate misuse

****

Acceptable Use of Technology - Policy Agreement

As a pupil at Hawley Primary School, I understand that I must use our school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users.

For my own personal safety:

- I understand that the school will check my use of iPads, computers and laptops
- I will not share my username and password with anyone
- I will not write down my password
- I am aware of keeping safe online and I will only talk to people I know
- I will not share personal information about myself or others when online (this includes names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)
- If someone online asks to meet offline, I will tell an adult
- I will immediately tell an adult if I see any messages, photos, videos, pictures or words that make me feel unsafe

I understand that everyone has the right to use technology as a resource and:

- I understand that our school technology is for educational use
- I will not use school technology for personal reasons (online gaming, file sharing, or video broadcasting, YouTube) unless I have permission from an adult at school
- I will not download anything from the Internet without permission from an adult

I will act as I expect others to act towards me:

- I will respect others' work and property, will only access my own work and property and will not access another's work or property unless I have the owner's permission
- I will be polite and responsible when I communicate with others using technology

- I appreciate that others may have different opinions online and will respect them
- I will not take or distribute images of anyone without their permission
- I will only use appropriate language

The school has the responsibility to keep me safe when using:
Mobile devices

- I will not bring my mobile phone into school, unless I have permission from the Headteacher
- I will not use any personal device on school grounds. This includes **ANY** device that does not belong to school
- I understand that if am seen with a mobile device on school premises, it will be confiscated. My Parents will be asked to collect the device from my teacher
- Hawley Primary School does not accept responsibility for any mobile device brought into school.

School devices

- I will not upload, download or access any materials which are illegal or inappropriate
- I will immediately report any damage or faults involving equipment or software
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person/organisation who has sent the email
- I will not install any programmes of any school device, nor will I try to alter computer settings

When using the internet for research or recreation, I recognise that:

- I will use quote marks to show where I have used someone else's words
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I will take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me

I understand that I am responsible for my actions, both in and out of school:

- I understand that the school has the right to act against me if I am involved in incidents of inappropriate behaviour that are covered in this agreement when I am out of school and where they involve my membership of the school community. For example, cyber-bullying, use of images or personal information.
- I understand that if I do not comply with this 'Acceptable Use Agreement', I may lose access to the school network, iPads and the internet.
- I understand that if I do not comply with this 'Acceptable Use Agreement' my Parents will be contacted, and they may be asked to attend extra online safety training, and the Police may be involved as appropriate.

Please complete the sections on the next page to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.

Home/School Acceptable Use Agreement Form

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use of Technology Agreement. If you do not sign and return this agreement, access will not be granted to school systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own equipment out of school in a way that is related to me being a member of this school e.g. communicating with other members of the school

Name of Pupil: .....

Class: .....

Signed: .....

Date: .....

Parent / Carer Countersignature .....

Hawley Primary School cannot be held responsible for any incidents that occur if the code of conduct has not been followed.

Hawley Primary School - Remote Learning Code of Conduct Contract

As a school we will…	As a parent I will…	As I child I will…
• Follow safeguarding procedures at all times to ensure learners are safe online. • Provide online learning sessions that are appropriate and differentiated for children. • Set work that is imaginative, engaging and appropriate across the whole curriculum. • Offer support and help regularly throughout the school day. • Be available to contact between the hours of 8am and 5pm. • Support all learners and parents with online learning, where appropriate. • Provide work that can be accessed by all. • Communicate clearly the objectives and outcomes required from each lesson. • Provide live teaching/video teaching sessions where appropriate. • If learning from home, provide at least 3 pieces of work daily. • Discuss roles and responsibilities with learners at the outset of all lessons. • Reserve the right to remove students from the live sessions if we see/hear anything that does not follow the remote learning code of conduct contract. • Endeavour to respond to queries as soon as possible.	• Understand that teachers are only available between 8am and 5pm. • Understand that if my child is not in a live lesson, their teacher may not be able to respond immediately. • Check my child's Seesaw account regularly to keep track of online sessions and learning. • Be responsible for my child's Teams link. • Not use Teams to create groups, initiate calls or meetings and ensure my child leaves Teams sessions when directed to. • Be in close proximity, so I can see and hear everything that is happening during the live session. • Not take any photos or recordings of online interactions/the live sessions **in any way** (including Seesaw, Teams and Purple Mash). • Ensure that my communication in the online learning environment (e.g. Seesaw, Teams and Purple Mash) is always supportive and best for the learning and wellbeing of others. • Ensure the environment is quiet, calm, safe and free from distractions. • Ensure the background and foreground is appropriate and as neutral as possible (be mindful of what is visible to us). • Ensure that anyone visible on the camera (at any time of the live session) is appropriately dressed. • Ensure all that can be seen/heard act and speak politely at all times both to teachers/school staff and pupils. • Understand that the teacher reserves the right to remove students from the live sessions if we see/hear anything that does not follow the remote learning code of conduct contract. • Ensure that my child is safe online • Support and encourage my child to participate in online learning. • Ensure my child is present and on time for live lessons unless I have already informed the school of their absence. • Communicate with teachers if my child is struggling/not able to access the work. • Help my child to stick to a routine similar to the school day to support consistency. Encourage my child to try their best. • Convey the importance of online learning to my child and praise my child for their work.	• Use only use Seesaw, Teams and Purple Mash as directed by my teacher. • Only upload material that is related to my learning. • Not use my Teams link to communicate with anyone other than my class teacher and ONLY when directed to do so by my teacher during live sessions. • End Teams sessions when the teacher/school staff tells me to. • Not take any photos or recordings of online interactions/the live sessions **in any way** (including Seesaw, Teams and Purple Mash). • Ensure that my communication in the online learning environment (e.g. Seesaw, Teams and Purple Mash) is always supportive and best for the learning and wellbeing of others. • Ensure the environment is quiet and free from distractions. • Ensure the background and foreground is appropriate and as neutral as possible (be mindful of what is visible to us). • Be punctual and appropriately dressed. • Remain attentive and listen carefully to the school staff, following the school rules. • Act and speak in a courteous way at all times both to teachers/school staff and pupils. Understand that the teacher reserves the right to remove me from the live sessions if we see/hear anything that does not follow the remote learning code of conduct contract. • Understand that if I am not in a live lesson, my teacher may not be able to respond immediately. • Complete my online learning every day, if I am learning from home. Tell an adult if I work is too easy or difficult. • Take responsibility for my own learning and try my best during live lessons and with all the work I submit. • Communicate appropriately in the chat function of the classroom. I will stay on mute unless my teacher asks me to turn my microphone on.
Class Teacher signed _____.	Parent signed _____.	Child signed _____.

Appendix C – Remote Learning Code of Conduct Contract