



South Otterington Church of England Primary School Knowledge and Understanding of the World and e-safety Policy

The Knowledge and Understanding of the World area of learning covers the subjects of Science, Computing, History, Geography and Design and Technology and in the Foundation Stage; Knowledge and Understanding of the World.

Rationale

At South Otterington C.E. Primary School, we recognise that our pupils are growing up in an increasingly technological and scientific world. As educators, we have a responsibility to prepare our pupils to live in and contribute to their future society. We believe that our pupils should be encouraged to be curious about the world around them, forming their own questions and considering which skills and equipment they might use to find the answers with increasing independence.

We are aware of the importance of introducing our children to the awe and wonder of the natural world, through first hand experience wherever possible. As well as preparing our pupils for the future, we hope to guide them in appreciating that important lessons can be learned from studying our past.

Aims and Objectives

At South Otterington C.E Primary School, our curriculum is broadly split into 6 areas; one of these areas is Knowledge and Understanding of the World. Knowledge and Understanding of the World encompasses National Curriculum Science, Computing, Geography, History, Design Technology and Foundation Stage Knowledge and Understanding of the World. Pupils are encouraged to be enthusiastic about learning through first hand experiences wherever possible.

- To follow the National Curriculum programmes of study which build upon previous experience and extend capability.
- To encourage children to develop an enquiring approach to their learning, forming their own questions and considering how to find answers and solve problems.
- To use ICT to support our pupils in their learning both discretely and across the curriculum.
- To educate all pupils appropriately about e-safety - E-Safety Policy attached.
- To provide a learning platform and encourage learning to continue outside school.

Planning

Objectives are taken directly from the National Curriculum and then used to inform the medium term plans. At South Otterington C.E. Primary School we encourage children to lead their own learning, and their learning interests are incorporated into our medium term planning through pupil consultations.

Delivery

The Staff aim to provide a relevant, broad and balanced curriculum which fulfils the pupils' needs and satisfies the current statutory requirements, enabling all pupils to maximise their full potential. We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of task to the ability of the child.

Knowledge and Understanding of the World is taught through a topic based approach so that the subjects are linked when possible; however some aspects may need to be taught discretely. The Knowledge and Understanding of the World subjects are taught in a variety of ways, some may be whole class, some small group or individual depending on the nature of the activity and the desired learning opportunities and outcomes. Staff and pupils are encouraged to make use of the school's learning platform, Fronter.

Assessment of Learning

Children will be assessed according to the criteria set out in the 2014 National Curriculum and Early Years Foundation Stage. Children's achievements are recorded in the form of Topic Books, Big Books, photographs, displays, pages on Fronter and informal discussions throughout the year. The children's work is marked using the guidance in the Assessment and Marking Policy. The achievements are also reported to parents and the wider community through the use of newspapers, the school website, Fronter and Parent Teacher Consultations (PTC's). PTC's take place twice a year, in the Autumn and Spring term. Parents are also provided with an End of Year Report in July of the Summer Term.

Science is formally assessed at the end of each term and assessments are recorded using the Steps and Statements on Target Tracker. Steps for Computing, History, Geography and Design Technology are recorded for each pupil at the end of each academic year. Ongoing observational assessment informs the profiles in Knowledge and Understanding of the World for children in EYFS.

Homework

Homework is intended to aid each child's progress towards his or her full potential with the assistance and co-operation of parents. Homework enables the children to practise and consolidate skills learnt in school. Teachers may set homework for Knowledge and Understanding of the World, as and when it is appropriate to do so. This may consist of research, practising techniques from class based sessions or any other appropriate form. Please see our Homework Policy for more details.

Monitoring

Monitoring of the curriculum and teaching takes place on a regular basis by the Curriculum Leaders for Science, Computing and Topic, Senior Management Team and the School's Link Governors for Knowledge and Understanding of the World.

Resources

A resource list of ICT software is maintained by the Computing Curriculum Leader. The inventory of electronic resources is maintained by Admin Staff for audit purposes. ICT resources are maintained by our technician under the direction of the Computing Curriculum Leader. Teaching staff approach the KUOW Curriculum Leaders with requests for resources. Computers and Laptops will be updated on a rolling programme. Children are strongly encouraged to respect resources.

Equal Opportunities

We, at South Otterington CE Primary School view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all members of the school community irrespective of gender, race, religion, ability, disability, age or socio-economic group.

South Otterington CE Primary School E-Safety Policy

Introduction

This policy has been written based on North Yorkshire e-safety guidance in conjunction with BECTA and CEOP materials. It has been adapted to reflect the schools own decisions on balancing educational benefit with potential risks. This e-safety policy will be used in conjunction with policies relating to curriculum, data protection, anti-bullying, safeguarding children, security and home-school agreements.

The headteacher has identified Mrs Jess Young as the e-safety co-ordinator.

This policy has been prepared by the e-safety co-ordinator and has been agreed by the Headteacher and Governing Body.

Rationale

The internet and other digital technologies permeate all aspects of life in a modern technological society. Internet use is part of the statutory National Curriculum and is a necessary tool for staff and pupils. It is the entitlement of every pupil to have access to the internet and digital technologies, in order to enrich his/her learning.

Scope

This policy applies to all pupils, all teaching staff, all support staff, all governors and all volunteers.

Aims

Our aims are to ensure that all pupils, including those with special educational needs:

- will use the internet and other digital technologies to support, extend and enhance their learning;
- will develop an understanding of the uses, importance and limitations of the internet and other digital technologies in the modern world including the need to avoid undesirable material;
- will develop a positive attitude to the internet and develop their ICT capability through both independent and collaborative working;
- will use existing, as well as up and coming, technologies safely.

Internet use will support, extend and enhance learning

- Pupils will be given clear objectives for internet use.
- Web content will be subject to age-appropriate filters.
- Internet use will be embedded in the curriculum.

Pupils will develop an understanding of the uses, importance and limitations of the internet.

- Pupils will be taught how to effectively use the internet for research purposes.
- Pupils will be taught to evaluate information on the internet.

- Pupils will be taught how to report inappropriate web content.

Pupils will develop a positive attitude to the internet and develop their ICT capability through both independent and collaborative working.

- Pupils will use the internet to enhance their learning experience.
- Pupils have opportunities to engage in independent and collaborative learning using the internet and other digital technologies.

Pupils will use existing technologies safely

- Pupils will be taught about e-safety.

Data Protection

- There is a separate Privacy notice (data protection) and Publication Scheme (Freedom of information).

E-mail

- Pupils and staff will only use approved e-mail accounts when using the school network.
- Pupils will tell a member of staff if they receive inappropriate e-mail communications.
- Pupils will only use e-mail for approved activities.

Internet Access and Learning Platform

- Staff will read and sign the e-safety and acceptable use policies before using any school ICT resource.
- Parents will read and sign an internet access consent form and Acceptable Use Policy before their children are given access to internet resources (including the Learning Platform).
- Pupils internet access during school hours will be supervised by a member of staff.

Mobile Phones and other handheld technology

- Pupils are not permitted to have mobile phones or other personal handheld technology in school. Such items can be confiscated by school staff if they have reason to think that they are being used to compromise the wellbeing and safety of others (*Education and Inspections Act 2006, Sections 90, 91 and 94*).
- In exceptional circumstances, named mobile phones may be kept in the school office and collected at the end of the school day.

School Website and Published Content

- There are details regarding website content in the Publications policy.
- All staff who edit website content must read and sign this policy.

Systems Security

- ICT systems security will be regularly reviewed with support from Schools ICT.

Web Filtering

- The school will work with Schools ICT to ensure that appropriate filtering is in place.
- Pupils will report any inappropriate content accessed to the e-safety co-ordinator.

Communication of the e-safety policy to pupils

- Pupils will read (or be read) and sign the age-appropriate Internet and Learning Platform Acceptable Use Policy before using these resources.
- E-safety rules will be posted in each room where a computer is used.
- Pupils will be informed that internet and Learning Platform use will be monitored.

Communication of the e-safety policy to staff

- The acceptable use policy will be given to all new members of staff. All other policies are available on the school website.
- The e-safety and acceptable use policies will be discussed with, and signed by, all staff at least annually.
- Staff will be informed that internet and Learning Platform use will be monitored.

Communication of the e-safety policy to parents/carers

- The acceptable use policies will be available on the school website.
- The Learning Platform will include a list of e-safety resources and information for parents to access.
- Parents will be asked to sign a home-school agreement when their children join the school. This will include acceptable use policies relating to the internet, Learning Platform and other digital technologies.
- The school will communicate and publicise e-safety issues to parents through the school newsletter, website and Learning Platform.

e-safety Complaints

- Instances of pupil internet or Learning Platform misuse should be reported to, and will be dealt with by, the e-safety co-ordinator.
- Instances of staff internet or Learning Platform misuse should be reported to, and will be dealt with by, the headteacher.
- Pupils and parents will be informed of the consequences of internet and/or Learning Platform misuse.

Whole-School Responsibilities for Internet Safety

Headteacher

- Responsible for e-safety issues within the school but may delegate the day-to-day responsibility to a Senior Leader as the e-safety co-ordinator.
- Ensure that the e-safety co-ordinator is given appropriate time, support and authority to carry out their duties effectively.
- Ensure that developments at Local Authority level are communicated to the e-safety co-ordinator.
- Ensure that the Governing Body is informed of e-safety issues and policies.
- Ensure that appropriate funding is allocated to support e-safety activities throughout the school.

e-safety co-ordinator (ideally as part of a wider child protection role)

- Primary responsibility: establish and maintain a safe ICT learning environment (under the direction of Senior Management).

- Establish and maintain a school-wide e-safety programme.
- Work with the staff and governors to advise on, develop, and review, e-safety policies and procedures.
- Respond to e-safety policy breaches in an appropriate and consistent manner in line with protocols set out in policies, and maintain an incident log.
- Form a school e-safety management team to review instances of policy breaches.
- Establish and maintain a staff professional development programme relating to e-safety.
- Develop a parental awareness programme - annual meeting.
- Develop an understanding of relevant legislation.

Governing Body

- Appoint an e-Governor, Mr I. Juden, who will have specific responsibility for ICT and who will ensure that e-safety is included as part of the regular review of child protection and health and safety policies.
- Support the headteacher and/or designated e-safety co-ordinator in establishing and implementing policies, systems and procedures for ensuring a safe ICT learning environment.
- Ensure that appropriate funding is authorised for e-safety solutions, training and other activities as recommended by the headteacher and/or designated e-safety coordinator (as part of the wider remit of the Governing Body with regards to school budgets).
- Promote e-safety to parents and provide updates on e-safety policies within the statutory 'security' section of the annual report.

Network Manager/Technical Staff

- Provide a technical infrastructure to support e-safety practices.
- Ensure that appropriate processes and procedures are in place for responding to the discovery of illegal materials, or suspicion that such materials are, on the school's network.
- Ensure that appropriate processes and procedures are in place for responding to the discovery of inappropriate but legal materials on the school's network.
- Develop an understanding of relevant legislation.
- Report network breaches of acceptable use of ICT facilities to the Headteacher and/or the e-safety co-ordinator.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

Teaching and Support Staff

- Contribute to the development of e-safety policies.
- Adhere to acceptable use policies.
- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Embed e-safety education in curriculum delivery.
- Know when and how to escalate e-safety issues.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.

- Take responsibility for their professional development in this area.

Wider School Community

- This group includes: non-teaching staff; volunteers; student teachers; other adults using school internet, Learning Platform or other technologies.
- Contribute to the development of e-safety policies.
- Adhere to acceptable use policies.
- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Know when and how to escalate e-safety issues.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

Parents and Carers

- Contribute to the development of e-safety policies.
- Read acceptable use policies and encourage their children to adhere to them.
- Adhere to acceptable use policies when using the school internet and/or Learning Platform.
- Discuss e-safety issues with their children, support the school in its e-safety approaches and reinforce appropriate behaviours at home.
- Take responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.
- Model appropriate uses of new and emerging technologies.
- Liaise with the school if they suspect, or have identified, that their child is conducting risky behaviour online.

Fronter User Responsibilities (parental)

- ✓ I will keep my password private.
- ✓ I will encourage my child to keep their Fronter password private (but they may tell me).
- ✓ I tell a member of school staff if I think that someone else knows my or my child's Fronter password.
- ✓ I will encourage my child to be a responsible user of Fronter and to appropriate language when he/she adds items or sends e-mails.
- ✓ I understand that I am responsible for everything that I write on and add to Fronter. I only write what I want others to see. I understand that school staff can monitor all Fronter activity. I will encourage my child to be responsible when adding items to Fronter.
- ✓ I will encourage my child to act responsibly by telling school staff if they think that someone else has broken the rules.
- ✓ I will encourage my child to check with me before using the internet at home.
- ✓ I will ensure my child knows to tell me (at home) or staff (at school) if they see or read inappropriate material on the internet.
- ✓ I understand that access to Fronter and the school internet is provided by the school and all users must adhere to the user agreement in order to retain log-in privileges.
- ✓ I understand that if my child does not keep to the rules, I will be informed and my child will not be allowed to log-in to Fronter or use the school internet for a set period of time (decided by the Headteacher).
- ✓ I understand that by signing this agreement I am giving permission for my child to use the internet in school and to have access to the Learning Platform.

Foundation Stage and Key Stage 1: Internet and Fronter Rules

'Fronter' is the name of our school's Learning Platform. Our Learning Platform is our school on the internet. When we use Fronter, we must follow some of the same rules that we do in school.

- ✓ I follow my teachers' and parents' instructions when using the internet and Fronter.
- ✓ I keep my Fronter password a secret.
- ✓ I only login to Fronter using my own username and password.
- ✓ I am kind to others and I use kind words.
- ✓ I only upload and write what I want others to see.
- ✓ I can tell my teachers or parents if someone is unkind to me on Fronter.
- ✓ I know that other children and school staff can see what I write on Fronter.
- ✓ I check with my teachers or parents before using a website. In school, I will use the internet for school work only.
- ✓ I turn the monitor off if I see anything on the internet that upsets me and then I tell an adult.
- ✓ I understand that my teacher will look at what I have been using on the internet.
- ✓ I enjoy using ICT at home and school and understand that I must follow the user rules to be allowed to use the internet at school and log-in to Fronter.

Internet Access

To ensure equal access to Fronter we need to audit which children are able to access to the internet at home. Please tick the appropriate box below.

- My child is able to access the internet at home.
- My child is **not** able to access the internet at home.

Pupil name and signature: _____

Parent name and signature: _____

Frontier User Responsibilities (parental)

- ✓ I will keep my password private.
- ✓ I will encourage my child to keep their Frontier password private (but they may tell me).
- ✓ I tell a member of school staff if I think that someone else knows my or my child's Frontier password.
- ✓ I will encourage my child to be a responsible user of Frontier and to appropriate language when he/she adds items or sends e-mails.
- ✓ I understand that I am responsible for everything that I write on and add to Frontier. I only write what I want others to see. I understand that school staff can monitor all Frontier activity. I will encourage my child to be responsible when adding items to Frontier.
- ✓ I will encourage my child to act responsibly by telling school staff if they think that someone else has broken the rules.
- ✓ I will encourage my child to check with me before using the internet at home.
- ✓ I will ensure my child knows to tell me (at home) or staff (at school) if they see or read inappropriate material on the internet.
- ✓ I understand that access to Frontier and the school internet is provided by the school and all users must adhere to the user agreement in order to retain log-in privileges.
- ✓ I understand that if my child does not keep to the rules, I will be informed and my child will not be allowed to log-in to Frontier or use the school internet for a set period of time (decided by the Headteacher).
- ✓ I understand that by signing this agreement I am giving permission for my child to use the internet in school and to have access to the Learning Platform.

Key Stage 2: Internet and Frontier Responsibilities

'Frontier' is the name of our school's Learning Platform. Our Learning Platform is our school on the internet. In school, we must use the internet and our Learning Platform responsibly. When we use Frontier at home, we must follow the same rules that we do in school.

- ✓ I act responsibly by following my teachers' and my parents' instructions when using Frontier and the internet.
- ✓ I am responsible for keeping my Frontier password private.
- ✓ I tell a member of school staff if I think that someone else knows my Frontier password.
- ✓ I login to Frontier using my own username and password ONLY.
- ✓ I use appropriate language when using Frontier, e-mail and other communication tools through the internet.
- ✓ I do not give out any personal information (such as my address or telephone number) to anyone I communicate with through the internet.
- ✓ I am responsible for everything that I write and add to Frontier. I only upload and write what I want others to see. I understand that my teachers monitor what I add to Frontier.
- ✓ I act responsibly by telling my teachers if I think that someone else is behaving irresponsibly by breaking the rules.
- ✓ I check with my teachers or parents before using any website. In school, I use the internet for school work only and with permission from my teacher.
- ✓ I am responsible for telling my parents or teachers if I see or read inappropriate material on the internet. If I accidentally see something that upsets me or is inappropriate, I will switch the monitor off before alerting an adult.
- ✓ I understand that I must act appropriately when using the school internet and Frontier at all times.
- ✓ I understand that if I act inappropriately, my parents will be informed and I will not be allowed access to the school internet or Frontier for a set period of time (decided by the Headteacher).

Internet Access

To ensure equal access to Frontier we need to audit which children are able to access to the internet at home. Please tick the appropriate box below.

- My child is able to access the internet at home.
- My child is **not** able to access the internet at home.

Pupil name and signature: _____

Parent name and signature: _____

South Otterington CE Primary School

Staff Technology Acceptable Use Policy

All members of staff are asked to read and sign an Acceptable Use Policy (AUP) when joining the school and at least annually thereafter. This is to ensure that staff members are aware of their professional responsibilities when using technologies (e.g. internet, e-mail). All staff members are invited to contribute to e-safety and acceptable use policy annual reviews.

- ✓ I understand that 'technologies' relates to ICT systems, hardware, software, internet, e-mail and Learning Platforms.
- ✓ I will use school technologies for activities relating to my professional duties and understand that it is a criminal offence to use an ICT system for uses other than those permitted by its owner.
- ✓ I understand that I have a duty to protect my passwords and personal network and Learning Platform logins, and should log off the network and Learning Platform when leaving workstations unattended. Any attempts to access, corrupt or destroy other users' data, or compromise the privacy of others in any way, using any technology, is unacceptable.
- ✓ I understand that I have a duty to respect the technical safeguards which are in place.
- ✓ I will not install any software or hardware without permission from a technician or the ICT co-ordinator.
- ✓ I will ensure that data containing personal information (e.g. of pupils) is stored securely within school and, if appropriate, at home.
- ✓ I will respect copyright and intellectual property rights.
- ✓ If I am concerned about a pupil's use of technology I will inform the e-safety coordinator, the designated child protection co-ordinator or the Headteacher.
- ✓ I understand that I have a responsibility to report any misuses of technology, including the unacceptable conduct of others, to the e-safety co-ordinator or Headteacher.
- ✓ I will ensure that communication with pupils by email or through the Learning Platform are professional.
- ✓ I will promote and model positive use of current and new technologies and e-safety.
- ✓ I know that I can access information about e-safety from the North Yorkshire Primary ICT Room within the North Yorkshire Learning Platform and from the Learning Net. I am aware that the e-safety co-ordinator can also provide information, resources and guidance.
- ✓ I understand that my use of the school technologies may be monitored by the school and by Schools ICT.
- ✓ I am aware that in certain circumstances where unacceptable use is suspected, enhanced monitoring and procedures may come into action, including the power to check and/or confiscate personal technologies such as mobile phones.
- ✓ I am aware that failure to adhere to the AUP may result in disciplinary action and, if criminal activity is suspected, police involvement.

Name and signature: _____ Date: _____