Junior School Computing

POLICY

RGS

JUNIOR SCHOOL COMPUTING POLICY

Newcastle upon Tyne Royal Grammar School

The Nature of Computing

The National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media. The introduction makes clear the three aspects of the computing curriculum: **Computer Science** (CS), **Information Technology** (IT) and **Digital Literacy** (DL).

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. Building on this knowledge and understanding; pupils are equipped to use information technology to create programs, systems and a range of content. 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.

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

Aims and objectives

The national curriculum makes it clear that computing is mandatory at key stages 1 to 4 and that 'a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world'. (Research Review Series 2023)

Prior Knowledge and Experience

It is important to consider the extent of computing experience the pupils will be bringing at various entry points into Junior School. Those joining at Year 3 will have covered the KS1 National Curriculum objectives as documented in the table below. Those pupils joining at Year 5 will have covered the KS1 and some of the KS2 National Curriculum objectives as documented in the table below.

	Key Stage 1	Key Stage 2
Computer Science	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	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 Appreciate how [search] results are selected and ranked
Information Technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use search technologies effectively 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
Digital Literacy	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 online technologies	Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a other range of ways to report concerns about content and contact

The content above has been adapted by Computing At School (CAS), to show how it can be broken down into three sub-sections.

INTENT

"Whether you want to uncover the secrets of the universe, or you want to pursue a career in the 21st century, basic computer programming is an essential skill to learn." Stephen Hawking Theoretical Physicist, Cosmologist and Author.

At the Royal Grammar School it is our intent for all of our pupils to be able to confidently and enthusiastically develop their computing skills in a safe and effective way. We want to set them up with the skills needed to leave Junior School computer literate and able to embrace themselves in the world of technology around them. We want our lessons to be fun, challenging and inclusive to the needs of all our pupils and offer them the best resources and technology to be able to do that.

At the Royal Grammar School we acknowledge the pivotal role that technology currently plays, and will continue to play, in society. Pupils must be equipped to operate in a rapidly changing workplace and to be prepared for the career opportunities that will be open to them. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. At our school, we want our pupils to be masters of technology and not slaves to it. We want our pupils to be creators and innovators not consumers and our broad curriculum encompassing 'Computer Science', 'Information Technology' and 'Digital Literacy' reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We want to provide our pupils with the skills they need to flourish in a digital world, and it is important to us that our pupils understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future. We want to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world.

Pupils have access to a range of digital devices (Surface Go, iPads and Windows computers) so that they learn to navigate different platforms and can access a full range of creative tools. All pupils have access to Office 365 which they use regularly in computing lessons. Whilst ensuring they understand the advantages and disadvantages associated with online experiences, we want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

Pupils are offered a wide range of computing experiences in the classroom but also during annual Technology Days, computing competitions (Bebras, Moonhack and visiting local coding specialists). Pupils arrive at RGS with varying computing abilities and experience. Some children will shine in a particular aspect of computing but struggle in others. Our 'sequencing for practice' ensures that practical knowledge of key computing skills is regularly revisited to enable all children to progress at their level.

IMPLEMENTATION

Computing skills are taught explicitly at Royal Grammar Junior School, with every pupil receiving dedicated computing lessons (1 hour per week). Pupils in Years 3-5 will be taught in the Junior School using devices (Surface Go or iPad) or on desktop computers in the Computer Suite. Pupils in Year 6 will be taught by Senior School teachers in the Senior School Computing rooms to aid progression of pupils to the Senior School.

Each half-term is project based including a mixture of Information Technology and Computer Science, with Digital Literacy lessons also taught during each term.

Teaching Approaches
Our teaching approach in Computing fosters active engagement, critical thinking, and problem-solving skills. We provide opportunities for both teacher-led and pupil-led learning experiences. We use a blend of whole-class instruction, small-group collaboration, and independent exploration to cater to different learning styles and abilities.

High-Quality Resources
To support effective teaching and learning, we ensure access to a range of high-quality resources. These include suitable hardware and software tools, interactive whiteboards, educational websites, and programming environments. In the Junior School pupils have access

to shared Surface Go devices (1 between 2), as well access to one Computer Suite and one set of iPads. Resources are regularly updated to reflect technological advances and changes in the digital landscape, ensuring our curriculum remains relevant and future-focused.

Cross-Curricular Links

We actively seek opportunities to integrate Computing into other areas of the curriculum, promoting cross-curricular learning and demonstrating the relevance of Computing to everyday life. For example, pupils may use spreadsheets to analyse scientific data or use coding to create digital artwork. This approach enhances pupils' understanding of how Computing can be applied across different disciplines.

Responsive Teaching and Inclusion

We acknowledge the diverse abilities and needs of our pupils and are committed to providing a Computing curriculum that is inclusive and accessible for all. Reactive teaching strategies are employed to personalise learning and ensure that every student is appropriately challenged and supported.

Information Technology

At the RGS some of the information technology skills are taught as discrete knowledge, hence the tinkering sessions and D.A.R.E.S projects. Learners should know that technology is everywhere, be able to identify the technology they encounter and have a growing understanding of how it works. This aspect of computing is broken down into activities for word processing, spreadsheets and data handling, presentation, ebook creation, web design, animation, video creation, photography and art, sound and AR & VR. When using these ideas to create content everything should link closely to digital literacy – awareness of audience and good design principles. Pupils should experience a range of different apps and software. Lower down the school, the teacher will select the programs to use but as pupils get older they should be encouraged to make their own choices. Some of the information technology objectives are taught across the curriculum.

Learners are taught how to store and organise their files online and locally so that it can easily be found again.

Computer Science

"Everyone should learn how to code, it teaches you how to think!" Steve Jobs

"Coding is today's language of creativity. All our children deserve a chance to become creators instead of consumers of computer science." - Maria Klawe, president of Harvey Mudd College

"Computer science empowers pupils to create the world of tomorrow." - Satya Nadella, CEO of Microsoft

Computer science has been broken down into four strands: Computational Thinking, Programming, Computer Networks and Artificial Intelligence.

Computational Thinking is all about solving problems effectively with or without a computer. Computational thinking is about looking at a problem in a way in which a computer can help us to solve it. This is a two-step process:
1. First, we think about the sequence of steps (an algorithm) needed to solve a problem.
2. Then, we use our technical skills to get the computer working on the problem as we implement our algorithm as code.

These objectives can be applied across the curriculum.

Each year the children take part in an International Computational Thinking competition called Bebras where they apply the skills the pupils have learned to answer a series of problems in a 40 minute timed situation.

Programming is one application of computational thinking. Learners will write algorithms and implement these as code. They also need to be able to find mistakes and fix them (debugging.) Once learners have created a program they need to learn to evaluate and look at different

ways to achieve the same goal and which method is most appropriate. As learners get older the programs they write will become more complex using a range of constructs such as sequence, selection, repetition and variables in their programs.
KS 2 pupils also require knowledge of networks, such as the Internet, work and how searches are performed.

Artificial Intelligence will likely become a huge aspect of computing and so introducing, experimenting and even inputting data into machine learning is something we feel learners should know.

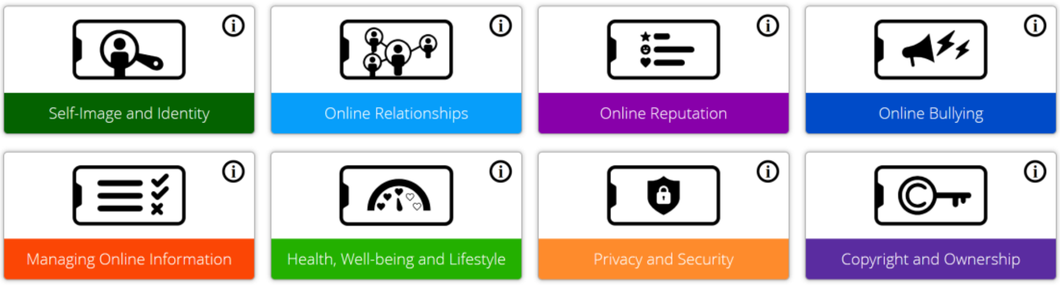
Digital Literacy

Ensuring the safety of our pupils is paramount and is the key part of implementing our computing curriculum. We take online safety very seriously and we aim to give children the necessary skills to keep themselves safe online. Children have a right to enjoy childhood online, to access safe online spaces and to benefit from all the opportunities that a connected world can bring them, appropriate to their age and stage.

Digital Literacy lessons are mapped to the 'Education for a Connected World' framework and some of these activities will be reinforced via RSE lessons and during assemblies. Children build online resilience through the use of the 'Project Evolve – Education for a Connected World' framework. The framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change.

The objectives promote the development of safe and appropriate long-term behaviours, and support educators in shaping the culture within their setting and beyond.

The activities empower learners to think critically, behave safely, and participate responsibly in our digital world - 21st-century skills which are essential for children and young people to harness the full potential of technology for learning.



The image above has been taken from Education for a Connected World.

Self-Image and Identity - This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online Relationships - This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online Reputation - This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Online Bullying - This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Managing Online information - This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

Health Well-being and Lifestyle - This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Privacy and Security - This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Copyright and Ownership - This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

As well as timetabled lessons focusing on digital literacy skills, these skills are further embedded in assemblies and PSHE lessons. In addition, special days such as Safer Internet Day reinforce digital literacy skills. Each year the pupils take part in an online questionnaire about their online safety and this information is used to create a bespoke online digital safety presentation for parents.

Timetabled computing sessions focus on one of three elements: An explicit computer science lesson, a tinkering session or a D.A.R.E.S project. The computer science part of the computing curriculum will often, but not always, need a more explicit approach. A tinkering session looks at introducing a new app or tool and giving children opportunity to experiment and familiarise themselves with the different elements and tools before it can be applied in a more focused approach across the curriculum. D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum. Through these projects, pupils are able to deepen their knowledge of computing by applying it to solve problems and create content. These may take place in computing lessons over a half term to then allow pupils to apply these creative ideas more regularly across the curriculum.

The stages which can be adapted into lessons are as follows:
D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.
A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s).
R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.
E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.
S - Share: Learners are given the opportunity to publish and exhibit their work to the world (using Seesaw in Years 3 and 4 and Teams in Years 5 and 6) embedding skills from the Digital Literacy curriculum.

Learning is sequenced to build knowledge, skills and vocabulary. Throughout units of work teachers will make links and encourage children to make links between past learning and new content. We recognise prior learning and build on it with memorable learning experiences with targeted support where necessary. Each unit meets the needs of the National Curriculum and is broken down to cover every element of each of the three strands of Computing. There is a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

Assessment

The computing progression document includes a comprehensive list of statements/objectives for every element of the computing curriculum from Year 3 to Year 6. This provides a clear progression of knowledge/skills that help staff best implement computing in school.
Class Notebooks in Teams are used to evidence computing work and afford pupils the opportunity to reflect on their learning throughout the year. Peer and self-assessment of tasks regularly take place in lessons. Knowledge capture quizzes and pre unit quizzes are used at the beginning of topics and again at the end of the topics to look at individual progression and identify any areas for development. Retrieval questions are used to help reinforce learning in lessons.
Formative assessment of knowledge and skills happens naturally in computing lessons through regular discussion. This may be whole class, peer on peer or teacher to pupil.

Summative assessment is usually made through examining the pupils' Class Notebook and videos of practical skills and establishing how these have developed over time. Summative end of unit questions are used to assess children's retention of key skills taught through the units. An assessment rubric is available for each unit of work and outlines the criteria for working towards, working at the expected level and working beyond.

Discrete digital skills are regularly tested. The "I know how to" statements are used to support the IT strand of the primary computing curriculum. They aim to provide a simple progression of digital skills from Year 3 to Year 6. These skills are broken down into bronze, silver and gold. The children have these skills stuck in their red assessment computing books and refer to them throughout the year. In Year 3, the children should be working towards being secure with all bronze and by the end of the year they should be secure with all silver and starting on gold skills. In Year 4, the children should be secure with all silver and increasing demonstrating gold skills. In Year 5 all children should be working towards being secure with all gold skills. In Year 6, the children should be demonstrating mastery of digital skills and be confident users of technology. In Year 6, the children will be starting to access assessment for Key Stage 3 objectives.

IMPACT

The impact of our Computing curriculum is evident in both the progress and outcomes achieved by our pupils. Here are the key areas we focus on:

Attainment
Through our curriculum, pupils develop a deep and broad understanding of Computing concepts, vocabulary, and skills. We will constantly ask the WHY behind their learning and not just the HOW. We want learners to discuss, reflect and appreciate the impact computing has on their learning, development and well-being. We actively monitor and assess pupils' progress to ensure they make significant progress in line with age-related expectations. Assessments are designed to be formative in nature, providing opportunities for pupils to address misconceptions and make continual improvements.

Confidence and Enjoyment
Our curriculum aims to develop pupils' confidence in using technology effectively and responsibly. We foster a positive attitude towards Computing, promoting enjoyment and a sense of curiosity and exploration. Pupils are encouraged to take risks, learn from failures, and persevere when faced with challenges. We believe that confident and enthusiastic learners are more likely to develop a lifelong passion for Computing.

Skills Development
Our computing education equips pupils with a range of transferable skills, including computational thinking, problem-solving, logical reasoning, creativity, and effective communication. We provide opportunities for pupils to apply these skills across the curriculum and in real-world contexts, preparing them for the challenges of the digital age.

Digital Citizenship
We aim to develop responsible digital citizens who can navigate the online world safely,

ethically, and confidently. Our curriculum includes explicit teaching on e-safety, online communication, respect for intellectual property, and cyberbullying awareness. We believe that equipping pupils with the knowledge and skills to navigate the digital world responsibly is essential for their personal growth and future success.

The impact of our Computing curriculum is that we provide pupils with a set of skills to embed a lifelong love of learning and that they build on the knowledge and skills from previous learning. We ensure that every child can become a confident user of technology, while being able to use it to accomplish a wide variety of goals, both at home and in school. Children will have a secure and comprehensive knowledge of how technology works in the world around them and will develop their understanding of how to deal with online situations safely. Children will become confident global citizens.

Through the explicit teaching of Computing skills, both the teachers and the pupils assess their learning continuously throughout the lesson. To help pupils get to a deep level of understanding we use pre and post quizzes and knowledge capture and knowledge organisers that we return to again and again. This is known as interleaving. The knowledge organisers outline what we want the pupils to know within each unit.

SEND and Computing

Tasks
Learning materials are checked to ensure that they are accessible to all learners. For learners with special educational needs and disabilities, specific resources or approaches may be required to enable them to access the curriculum. Teachers ensure what barriers learners may have within a lesson and embed support to help them overcome these.

Scaffold learning so that learners benefit from support during initial phases of learning. Tasks are adapted to make the curriculum accessible to all. The tools available in Office 365 are used to make the curriculum accessible to all (dictation; changing the colour of the page; enlarging the font size and changing the font style; using immersive reader are just some of the way resources are adapted for the user).

Challenge and support specific to computing may include:
- Open ended tasks allowing for children to explore as far as comfortable
- First hand and hands on experiences
- Teaching advance and specific vocabulary, which can be pre-taught as required
- Using videos, small group or 1:1 recapping of programmes
- Pupil knowledge organisers

Groupings

The use of small groupings, pairs are used to support all learners.

Problem Solving
In computer science, there can be multiple solutions to a problem and pupils are encouraged to look for different solutions to a problem. Discrete computational thinking skills are taught, as well as strategies such as Brain, Board, Buddy, Google, Boss.

High Expectations
There are high expectations for all pupils in computing.

Vocabulary
There are key terms for each year group for each topic. These are regularly revisited in lessons. In Class Notebook, pupils have access to set of the key terminology for each

Cognition and Learning (C & L)		Communication & Interaction (C&L)	
Subject Challenges or Barriers to Learning	**Subject Specific Provision for SEND**	**Subject Challenges or Barriers to Learning**	**Subject Specific Provision for SEND**
Gaps in knowledge and understanding of foundational concepts (e.g., algorithms). Difficulty accessing learning due to poor literacy skills (e.g., reading and comprehending coding instructions). Struggle to remember information, facts, or previous learning. Slow processing speed and/or issues with working memory, affecting the ability to follow multi-step instructions. Understanding key concepts such as computational thinking and programming logic. Dyscalculia affecting numerical aspects of coding and debugging. Dysgraphia impacting the ability to write and organise code - efficiently.	**Sentence Starters:** Provide sentence starters to help students begin tasks and apply key concepts in coding and algorithm writing. **Immersive Reader:** Use of immersive reader tools to support reading and understanding of long code passages or technical documentation. **Frequent Retrieval Practice:** Regularly practice and review key concepts and using retrieval practice and scaffolds key concepts. **Chunking Tasks**: Break down complex coding tasks into smaller, manageable steps using structured writing frames and code templates. **Examples and Real-life Applications:** Use examples and "What A Good One Looks Like" (WAGOLL) linked to examples to illustrate coding principles and techniques. **Mathematical Skills Practice:** Regular practice of mathematical skills relevant to coding, such as binary. **Graph and Data**	Difficulty expressing themselves through verbal communication or coding language. Language difficulties hindering access to new programming languages and technical vocabulary.	Visual Cues and Code Samples: Use visual cues, code samples, and annotated code to illustrate key programming concepts. Face-to-Face Interaction: Teacher explanations are delivered to the full class to support lip reading and visual cues. Written Vocabulary Support: Vocabulary and key terms are provided in the "Glossary" page of OneNote, This page is editable for pupils specific terms and use dual coding strategies to reinforce learning. Key posters of terminology in the Computer Suite. Simple Instructions and Modelling: Use simple, clear instructions broken down into small steps. Carefully model coding tasks to support understanding. Visual Aids and Videos: Incorporate visual aids, dual coding, and instructional videos to demonstrate coding processes and examples.

	Representation: Teach how to create and interpret graphs and data structures within programming contexts. **Use of Assistive Technology:** Provide tools like code editors with syntax highlighting and logical stepping to support coding activities		

Social, Emotional & Mental Health (SEMH)		Physical and /or Sensory	
Subject Challenges or Barriers to Learning	**Subject Specific Provision for SEND**	**Subject Challenges or Barriers to Learning**	**Subject Specific Provision for SEND**
Difficulty showing understanding/tolerance of different programming styles and approaches. Potential frustration, withdrawal, or aggression when facing challenging coding tasks. Social difficulties impacting collaboration on group coding projects. Low self-esteem or perfectionism leading to procrastination and avoidance of coding tasks.	**Storyboards:** Use storyboards to break down key coding concepts and collaborative projects. **5 Point Scale for Anxiety:** Utilize a 5-point scale to help students manage anxiety related to complex coding tasks. Use of Reflect on Teams. **Task Prompts:** Provide prompts to help students stay on task if they become distracted. **Seating Plans:** Arrange seating to support focused learning and minimise distractions. **Small Group Work:** Offer opportunities for students to work in	Visual impairments affecting the ability to see code and interface elements. Hearing impairments making it difficult to follow verbal instructions and discussions. Motor skills difficulties impacting keyboard use and mouse control.	**Adapted Resources:** Modify resources for assessments, including using screen readers and adjusting text size and contrast for visual impairments. **Seating Arrangements:** Seat students with hearing impairments at the front of the class to facilitate lip reading. **Assistive Devices:** Provide adapted input devices such as ergonomic keyboards, mouse alternatives, and specialised software to support students with motor skill difficulties. **Adaptive**

	smaller groups with regular check-ins from the teacher. **Flexible Grouping:** Use flexible grouping strategies to pair students with peers who can offer support. **Frequent Examples:** Regularly use WAGOLLs to demonstrate excellent practices and outcomes. **Chunking Instructions:** Break down instructions to manage procrastination and support task completion.		**Equipment:** Use tools like writing slopes, wobble cushions, and other aids to improve core stability and comfort during computer use. **Inclusive Activities:** Adapt coding and programming activities to ensure all students can participate, using enlarged on-screen elements and the assistance of teaching aides (TAs) when necessary.

APPENDIX A: Rules for Responsible Use of iPads, Computers and the Internet (Acceptable Use Agreement for Pupils)

The school has iPads, Surface Go devices, desktop computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will use only my own login and password when using a computer;
- I will use the computers only for schoolwork and homework;
- I will only use my school email and Office 365 account;
- I will ask permission from a member of staff before using the Internet;
- I will only e-mail and Teams message people a teacher has approved;
- The messages I send will be polite and sensible;
- I will not give my home address or phone number;
- To help protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with or I receive a message I do not like;
- I understand that the school can check my computer files and the Internet sites I visit.
- I will take great care with all Computing equipment and report any damage immediately to my teacher.
- I will always log out of school devices after use.
- I know that if I break the rules I might not be allowed to use a desktop PC/ Surface Go or iPad.

iPad Specific rules

- I will not access other people's files on the iPads;
- I will always hold the iPad with two hands;
- I will always keep food and drink away from the iPads;
- I will remember to turn off my iPad screen when the teacher is talking;
- I will only use the apps my teacher has given me permission to use.

WHAT IF THINGS GO WRONG?

If I misbehave or make a poor choice:

You must immediately report your error to your teacher who will deal with the issue.

If someone's behaviour online upsets me:

You must report this to whoever you feel most comfortable sharing this with: a teacher, Head of Pastoral (Mrs Wall), parent, or another responsible adult.

Try to keep a copy or screen shot of any communications that made you feel uncomfortable, was offensive, discriminatory, threatening or bullying in nature.

SANCTIONS RELATING TO USE OF TECHNOLOGY AND DEVICES:

Any breaches of the AUP and the Student Behaviour Policy could lead to any of the usual sanctions to be applied. (see our Rewards & Sanctions Policy and Child Friendly Sanctions Technology and Negative Behaviour at RGS and the Consequences)

In Junior School computing lessons, you will be given a link to a Form to complete the acceptance form. By submitting the form you agreeing to follow the rules stated in this policy.

APPENDIX B: Acceptable Use Policy (AUP) JUNIOR SCHOOL

Newcastle upon Tyne Royal Grammar School

All users are responsible for good behaviour when using the school's equipment, network, email, internet and when using Office 365. All pupils are given access to these to support their work; email and Microsoft Teams is provided to allow appropriate communication with others. Please remember that access is a privilege, not a right, and that access requires responsibility. It is your responsibility to follow this AUP(Acceptable Use Policy). Misuse of the AUP may result in suspension of network access or other information service privileges, and possible disciplinary action.

Acceptable Use Agreement

When I use devices I must behave responsibly to help keep me and other users safe online and to look after the devices.

For my personal safety:

- I understand that what I do online will be supervised and monitored and that I will not be allowed to use devices in school unless I follow these rules and use them responsibly.
- I will only visit internet sites that adults have told me are safe to visit.
- I will keep my username and password safe and secure and not share them with anyone else and never allow anyone else to use them.
- I will only use my own login and password when using a computer, unless sharing a computer under direct instructions from a member of staff.
- I will use my school email for school purposes.
- I will only use my Office 365 account for school work.
- I will be aware of "stranger danger" when I am online.
- I will not share personal information about myself or others when online.
- I will not create Teams without the permission and inclusion of a supervising member of staff. The school withholds the right to remove any groups it deems unsuitable or offensive.
- I will not use social media in school unless as part of a lesson under direct instruction from a member of staff.
- I will immediately tell an adult if I see anything that makes me feel uncomfortable when I see it online.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to a teacher.
- I will report any suspicious emails immediately to a teacher.

I will look after the devices I use, so that the school and everyone there can be safe:

- I will handle all the devices carefully and only use them if I have permission. I will use technology sensibly and with respect.
- I will use (where possible) the Surface Go/ iPad I have been assigned to
- I will not alter the settings on any devices.
- I will not try to install any software, applications or programs.
- I will tell an adult if a device is damaged or is not working correctly.
- I will only use the devices to do things that I am allowed to do. I am not allowed for example to use it for online gaming etc.
- I will respect others, and not touch another person's device while they are using it (including the power button, screen, keyboard, digital pen, headphones and mouse).
- I will not use any device to record, video or take photographs of any member of the school community without explicit permission from a member of staff.
- I will only use software and applications my teacher has asked me to use.
- I will only download files (e.g. Micro:bit files) when asked to do by a teacher.
- I will not use computing resources for any form of illegal activity, including, but not limited to, software and music piracy (downloading and listening to music that you have

not paid for). I will not use Virtual Private Networks (VPNs) to access the school network.
- I will always logout of school devices after use.

I will think about how my behaviour online might affect other people:

- When online, I will act as I expect others to act toward me. I will be polite.
- I will make sure that all my communication with everyone is responsible, sensible and polite.
- I will be polite and responsible when I communicate with others and I appreciate that others may have different opinions to me.
- I will not take or share images of anyone without their permission.

I know that there are other rules that I need to follow:

- Where work is protected by copyright, I will not try to download copies (including music and videos).
- I will observe copyright laws and acknowledge sources of information. This means do not copy text from the internet (put it in your own words) and do not add images that are protected by copyright to your work.
- When I am using the internet to find information, I should take care to check that the information 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.

If there is anything in the above policy that you do not understand, please seek clarification from your Computing teacher.

I understand that my use of computing resources including internet, Office 365 and school email will be automatically logged, including using keylogging software, and that the record of my use may be
examined from time to time, and without notice, to ensure that I am making proper use of these resources and for the safeguarding of all members of the school community.

I also understand that any data storage space provided belongs to the school and that this may also be examined from time to time, and without notice, and inappropriate data deleted and reported.

This policy applies to all school-owned computing devices (desktop PCs, laptops, iPads, Surface devices), any device which is used to access the school network (including personal devices using Wi-Fi) and any other personal device in use on-site during the school day. You will be required to agree to this policy at the beginning of each academic year. Your form supervisor, class teacher (Junior School) or Computing teacher will explain how to do this.

WHAT IF THINGS GO WRONG?

If I misbehave or make a poor choice:

You must immediately report your error to your teacher who will deal with the issue.

If someone's behaviour online upsets me:

You must report this to whoever you feel most comfortable sharing this with:
a teacher, Head of Pastoral (Mrs Wall), parent, or another responsible adult.

Try to keep a copy or screen shot of any communications that made you feel uncomfortable, was offensive, discriminatory, threatening or bullying in nature.

SANCTIONS RELATING TO USE OF TECHNOLOGY AND DEVICES:

Any breaches of the AUP and the Student Behaviour Policy could lead to any of the usual sanctions to be applied. (see our Rewards & Sanctions Policy and Child Friendly Sanctions Technology)

Click here to complete the acceptance form. By submitting the form you agreeing to adhere to the terms and conditions set out in the policy above.

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APPENDIX C: Smart Rules

APPENDIX D: Rules for Blogging

Blogging is great fun, and an amazing way to share our ideas and what we're learning with other people. But to make sure that Our Blog is fun AND safe, we need to **follow the BBG (Basic Blog Guidelines):**

- **Only use first names** when blogging or commenting. All student work will also be referred to by first names only.
- **Do not provide any personal details** in a post or comment, such as address or family information.
- Parents and others related to students should also refrain from using full names. Please just use first names, or maybe just go with 'Steven's Mum', or 'Lucy's Grandad'!
- **Always write in full sentences**, think about spelling and punctuation.
- **Should the awesome ability to write our own blog posts be abused**, or the BBGs not be followed in any way, **we will have to take away those privileges**. But I'm sure that won't have to happen!
- Remember to **comment on other people's posts**. See commenting guidelines for how to do this, and to get ideas on good commenting protocol.
- Our Blog is a public space, with other people looking at our work, so **always be proud of what you've written or commented**.

Parent/ carer's permission
I give permission for my child to write blogs for the school website as set out in the above rules.

Signed:

Print name:

Pupil's agreement
I agree to follow the Rules for Blogging

Signed:

Print name:

Class: