

# **St Mary's Episcopal Primary School's ICT Policy**

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## Context

Our children are living in a constantly evolving digital world. Digital learning and experiences permeate almost all aspects of our modern life. It is transforming the way young people communicate, network, seek help, access information and learn. As technology develops, we must provide our learners with relevant experiences that equip them to fully participate in a rapidly-changing world where learning, work and leisure activities are increasingly transformed by technology.

It is widely recognised that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy. Education Scotland (2015) states;

*"Schools must find new ways of thinking about how to use ICT so that it is at the heart of teaching and learning - not using computers to do the same things more efficiently, but changing the process of learning through digital media itself."*

In St Mary's Episcopal Primary School we encourage the use of technology as a means of supplementing and enhancing the learning and teaching experience. The children are presented with a wide range of opportunities and experiences to ensure they can successfully utilise their technological skills and knowledge in a variety of contexts.

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future.

## **Curriculum for Excellence**

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. It enables our young learners to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children explore, learn and progress with their ICT skills, they can then be transferred and applied in different learning contexts therefore enhancing their learning across all curricular areas and in the wider community.

## **The Four Capacities**

Through our planned learning and teaching, we hope to develop our children to:

### **Be Successful Learners**

- Access and use information from different kinds of sources
- Think critically about evidence and arguments arising from it
- Arrive at own conclusions about a range of issues
- Justify own views in discussion and debate
- Use technology to Support learning

### **Be Confident Individuals**

- Understand about their sense of online identity
- Be strong enough to keep themselves safe on the internet
- Make wise decisions based on experience, knowledge and skills
- Identify accurate and factual sources of information on the Internet
- Gain confidence in their use of technology

## **Four Capacities in the Technologies**

### **Be Responsible Citizens**

- Use the internet wisely and safely
- Develop respect for people
- Develop responsible Internet skills and use them regularly
- Evaluate scientific, environmental and technological developments

### **Be Effective Contributors**

- Building a better world
- To be able to use my skills in, and knowledge of, technology in a variety of contexts
- Be aware of the role and impact of technologies and share my thinking
- Become an informed consumer

## **Rationale**

We aim to deliver a Technologies programme which allows teachers flexibility and scope to plan for a wide variety of experiences which will enable our young people to develop the knowledge, skills and attitudes that they require for lifelong learning. Our children will have planned opportunities to apply technological skills and knowledge. Planned teaching and learning will ensure that learners have opportunities to reinforce and extend their skills by applying them in new, increasingly demanding settings. Effective learning and teaching will draw upon a wide variety of approaches to enrich the experience of children and young people, particularly through collaborative and independent learning. Our Framework for Technologies will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children. It will also provide flexibility and choice for both teachers and learners which will sustain interest and enthusiasm. It allows for effective learning and teaching, and will draw upon a variety of approaches including:

- active learning which provides opportunities to observe, explore, experiment and play
- use of relevant contexts and experiences familiar to children and young people
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- both collaborative and independent learning
- discussion and informed debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and input by external contributors

## **Our Children**

The technologies provide frequent opportunities for active learning in creative and work-related contexts. In addition to developing their skills and learning in the technologies Experiences and Outcomes, it also enables children to apply their skills to enhance their learning in all areas of the curriculum by providing well-designed practical activities giving opportunities to develop:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation skills
- reflective practice

## **Learning and Teaching**

Life-long learning and the development of children's capacity to learn in new and challenging circumstances throughout their lives is their right. Our Framework for Technologies will support staff in planning challenging, engaging and enjoyable learning and teaching activities which will stimulate the interest and motivation of children. It will also provide flexibility and choice for both teachers and learners which will sustain interest and enthusiasm. Effective learning and teaching in the school is designed to promote the development of several broad dispositions that we have identified in order to become successful life-long learners; Resilience, Resourcefulness, Reflectiveness and Relationships. Our framework allows teachers to draw upon a variety of approaches to support and develop this through:

### **Community Learning**

- Involvement, partnership and joint projects with cluster schools.
- Collaboration and support from the wider community (museums, library, parents etc).

### **Reflective Learning**

- Building on the principles of Assessment is for Learning.
- Children driving their own personal targets and identifying progress made.

### **Experiential Learning**

- Learning outdoors, field trips, visits and input by external contributors.
- Use of relevant contexts and experiences familiar to children and young people.

### **Quality Learning**

- Interdisciplinary learning experiences.
- Active learning which provides opportunities to observe, explore, experiment and play.
- Both collaborative and independent learning.

### **Problem Based Learning**

- Discussion and informed debate.
- Appropriate and effective use of technology.

### How are skills developed in the Technologies?

Our developing range of skills will include:

- curiosity and problem-solving skills, a capacity to work with others and take initiative
- planning and organisational skills in a range of contexts
- creativity and innovation, for example through ICT and computer aided design and manufacturing approaches.
- skills in using tools, equipment, software and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation skills

### What learning and teaching approaches are useful in the technologies?

The experiences and outcomes are intended to tap into children's and young people's natural inventiveness and their desire to create and work in practical ways. They act as a motivation for progressively developing skills, knowledge, understanding and attitudes, and so maximise achievement. Effective learning and teaching will draw upon a wide variety of approaches to enrich the experience of children and young people, particularly through collaborative and independent learning.

The experiences and outcomes are well suited for learning beyond school: in colleges, in the voluntary sector and in partnership with businesses, where children and young people may experience learning activities that are relevant to employment or future vocational learning.

Proficiency in ICT is an ideal vehicle for shared learning between and amongst children, young people and teachers. Many teachers may need to build their own knowledge and confidence, often learning with and from children and young people, in this area of continually evolving development

### *The Learning Environment*

For effective learning and teaching in the technologies, the learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- encourage practical activities which are stimulating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed
- provide pupils with appropriate materials and equipment
- provide a classroom ethos which is supportive of all pupils
- create opportunities to place the technologies in the wider context of the community

## Learning and Teaching Objectives

Technology lends itself to facilitating the children's exposure to a wide range of experiences, technical, curricular and emotional, and can be regarded as a useful tool to supplement, deepen and enhance those experiences.

Our children are encouraged to:

Demonstrate creative approaches to the use of technology to supplement and facilitate learning in:

- *Literacy*
- *Number*
- *Creative Arts (ART)*
- *RME*
- *Communications and negotiation*
- *ICT*
- *Personal and interpersonal skills*
- *Problem solving*
- *Decision making*

Develop enterprising attitudes such as:

<i>Flexibility</i>	<i>Initiative</i>	<i>Managing Change</i>
<i>Risk Taking</i>	<i>Determination</i>	<i>Seeking Opportunities</i>
<i>Resilience</i>	<i>Identifying Possibilities</i>	<i>Persistence</i>
<i>Independence</i>	<i>Self Awareness</i>	

Develop wider enterprising skills such as:

*Decision Making* / *Awareness of Others* / *Effective Communication*

## **Twitter**

St Mary's recognises that access to school Twitter accounts gives parents and staff greater opportunities to, engage and communicate. Twitter provides a valuable, collaborative and engaging technology medium through which we can share and celebrate children's achievements, successes and school updates.

This policy outlines the guidelines and behaviours that users are expected to follow when interacting with the internet and any school Twitter accounts, including via: 'hashtagging'; linking to a school account using the '@' sign eg. '@TMBSScience'; making mention of, via direct quotes or through Tweets modified in any way ('MT'); quoting (including direct/edited screenshots); 'DM' (direct messaging); 'retweeting' or making a Tweet a 'favourite'.

Following further consultation with parents after our Twitter launch we wish to clarify that the school Twitter pages, both public and private, are intended for communication between staff and parents/carers only. The service is intended to support links between home and school by providing you with a further channel for learning about your children's day at school. It is not intended for use by our pupils as the school recognises that there are age restrictions on the use of social media and services for children under the age of thirteen (for example, you can find Twitter policy towards children here: <https://twitter.com/privacy>). We would ask that in your use of our Twitter pages, which we hope will help keep you informed of your children's day-to-day activities and achievements, that you and your children respect these age restrictions.

### **Our Guidelines:**

- The school and class Twitter accounts will be run by trained staff members.
- The school Twitter account will be a Public account (November 2014) and we will have a private Twitter accounts for each class. Staff will monitor the followers and block any who appear to not be school focused.
- The school and class Twitter accounts will only tweet between the hours of 8am and 6pm between Monday and Friday. These tweets will be created by and sent by staff only. The only time tweets outside of this time are for school events (e.g. football matches, residential trips, performances) or to share urgent school news (e.g. closures due to adverse weather).
- The school and class Twitter accounts will not reply to any 'replies' on Twitter. This is not the platform to discuss or debate school related issues.
- The school and class Twitter accounts will only use children's first names when referencing children.
- The school and class Twitter accounts will use Twitter to share positive messages about the school and classes.
- The school and class Twitter accounts will not post photos of children that do not have signed permission from parents.

- Any photos taken on a phone for the purpose of sharing on Twitter will be deleted immediately once they have been shared.
- The school will change the Twitter account password on a termly basis.
- The school use of are intended for communication between staff and parents/carers only. It is expected that staff and parents/carers follow the acceptable use policy with regards to interacting on Twitter and ensure that it is used only for positive school related dialogue. Twitter's own safety rules can be read on: [https://support.twitter.com/groups/33-report-abuse-or-policyviolations#topic\\_166](https://support.twitter.com/groups/33-report-abuse-or-policyviolations#topic_166)

Whilst we know that social media sites have an age restriction on them as a school we also recognise that children do not adhere to this guidance. As a result we feel we have a duty and responsibility to reinforce e-safety rules and discuss how to use social media in a safe, acceptable and responsible way. The teaching of this will take place in our upper school classes and will form part of our internet safety education. As a result the safe and acceptable use of Twitter and other Social media will be embedded into our current Internet Safety lessons.

## **Appendices**

Appendix A - Early Level "I can" statements

Appendix B - First Level "I can" statements

Appendix C - Second Level "I can" statements

Appendix D - Pupil and Parent Internet Agreement Contract

Appendix E - Staff Internet Agreement Contract

Appendix F - Parent Internet Agreement Contract

Appendix A

Early Level	Name _____	Class _____
Area of Study	I Can Statement	Date achieved
<b>Word Processing</b>	I can use a username and password to log on.	
	I can use a mouse to point and click.	
	I can open an application.	
	I can type sentences on my own using spacebar, shift, enter/return and backspace.	
	I can save and retrieve work with support.	
<b>Graphics</b>	I can create a picture using the pencil and paintbrush tool in a drawing package.	
	I can fill a shape using the 'Fill' button in a drawing package.	
	I can create a shape using the line and shape tools in a drawing package.	
	I can add text to a drawing with support.	
	I can save a drawing.	
	I can print a drawing	
<b>Animation and Film</b>	I can draw a picture in each of 4 slides	
	I can run the animation.	
<b>Multimedia</b>	I can record a sound clip using my own voice.	
	I can play back a sound clip.	
	I can take a photograph using a digital camera.	
	I can view photographs on a camera	
<b>Programming</b>	I can use the words up, down, forwards, backwards, right, left related to movement of a human robot and a	

<b>Glow</b>	I can log on to glow.	
	I can change my theme.	

<b>Games Based Learning</b>	I can use a mouse to point and click on something on the computer screen.	
	I can use a mouse to drag something to a different place on the computer screen	
	I can give directions by using left and right, forwards and backwards	
	I can work with others to get through a maze safely.	
	I can tell [ Roamer / Beebot / Turtle ] where to go to reach reach its goal.	
	I have used games to get better at solving problems, and have improved by at least one level.	
<b>Internet</b>	I can demonstrate access to the internet and know basic terminology: <ul style="list-style-type: none"> <li>Browser</li> <li>Homepage</li> <li>Address bar</li> <li>Hyperlink</li> <li>Back button</li> <li>Favourites</li> </ul>	
	I can access a specific website with support	
	I can close a browser	
	I know the rules of basic Internet Safety:-  <ul style="list-style-type: none"> <li>I never give out personal details</li> <li>I never give out information</li> <li>I use safe and sensible sites</li> <li>I know to tell an adult</li> </ul>	

Area of Study	I Can Statement	Date achieved
<b>Word Processing</b>	I can use menus.	
	I can switch between applications	
	I can type several sentences without teacher support.	
	I can insert and delete text using mouse and / or arrow keys.	
	I can edit text size, font, style and colour	
	I can use justify, centre and undo when typing text.	
	I can use copy and paste in a variety of ways.	
	I can use cut and paste in a variety of ways.	
	I can insert an object.	
	I can use borders and numbering.	
	I can use suitable keyboard shortcuts eg.Ctrl+s	
	I can print using a menu.	
	<b>Graphics</b>	I can decide which tools are appropriate to use when creating a picture.
I can insert clipart into a text document.		
I can resize an image.		
I can add text to a drawing independently.		
I understand that suitable images help to communicate my		
I know that images are copyright and I have to be responsible when sourcing them		
I can source an image and save it.		
I can insert an image from a file into a text document.		
I can copy an image and insert it into a text document		
I understand that there are several ways to copy and paste		
I can crop an image.		
I can rotate an image.		
I can use text wrapping.		
I can tell when images are 2D or 3D		

	I can create a simple multimedia presentation that includes images, animated images and text.	
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<b>Spreadsheets</b>	I can locate and open the spreadsheet software.	
	I can identify rows, columns and cells.	
	I can resize a row or column.	
	I can identify a cell reference.	
	I can enter text and numbers into a cell.	
	I can edit text and numbers in a cell.	
	I can use AutoSum	
	I can format borders with line style and colour.	
	I can format backgrounds with fill colour and pattern.	
	I can insert a bar graph.	
	I can identify and label the X and Y axis.	
	I can add a graph title and footnote.	
	I can change the colour of the bars on a graph.	
	I can read a graph.	
	I can delete a row or column.	
	I can format font (size, colour and font style).	
	I can sort ascending and descending.	
	I can format a cell / column / row to currency.	
	I can insert a picture.	
	I can merge cells.	
<b>Databases</b>	I can create a new document in a database application.	
	I can enter data into and browse records in a database.	
	I understand the need for accuracy in a data entry.	
	I can produce graphs based on database information.	
	I can conduct simple searches and sorts.	
<b>Animation and Film</b>	I can plan slide content to tell a story.	
	I can draw progressive pictures on a number of slides.	
	I can run the animation to tell a story.	

<b>Multimedia</b>	I can record and play back a sound clip using my own voice.	
	I can take and view a photograph using a digital camera.	
	I can insert sound files into a computer program e.g. Open Office Impress.	
	I can insert images into a computer program e.g. Open Office Impress	
	I can customise slides using backgrounds and decorative	

<b>Programming</b>	I can use the mouse and arrow keys to select basic options in a simple control application.	
	I can use right 90 and left 90	
	I can use a suitable application to write a series of commands to control the movement of a real or virtual	
<b>Glow</b>	I can upload documents.	
	I can add to news and the calendar.	
	I can add an image to the image web part.	
	I can add a picture to a picture library.	
	I can add a weblink.	
	I can participate in a glow chart.	
	I can participate in a glow discussion.	
	I can use a document from a document store.	
	I can send an email.	
<b>Games Based Learning</b>	I can work with others to solve problems and reach a goal.	
	I can share the computer fairly so that we all get a fair amount of time using it.	
	I can use different keyboard shortcuts.	
	I can write a list of instructions for someone else to use.	
	I have improved my score on the various games used in the classroom.	
	I can make a game for someone else to enjoy.	

<b>Internet</b>	I can continue to reinforce safe internet conduct:	
	<ul style="list-style-type: none"> <li>⦿ I know the rules of how to stay safe online.</li> <li>⦿ I know not to give out personal details.</li> <li>⦿ I know never to meet anyone from online.</li> <li>⦿ I can use reliable information.</li> <li>⦿ I know to tell an adult if someone asks me for personal details.</li> </ul>	
	I am aware of copyright rules and plagiarism.	
	I can use more than one search engine.	
	I can use advanced settings for searches.	
I can create a simple presentation on Internet safety rules.		

Appendix C

<b>Second Level</b>	<b>Name</b> _____	<b>Class</b> _____
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<b>Area of Study</b>	<b>I Can Statement</b>	<b>Date achieved</b>
<b>Word Processing</b>	I can use page setup.	
	I can use text wrapping.	
	I can use spelling check and thesaurus	
	I can use a template eg. Publisher.	
	I can use bullets and numbering.	
	I can use tables.	
	I can use more advanced word processing functions eg. headers and footers, margins and page breaks.	
<b>Graphics</b>	I can take a photo, upload it to a suitable application and	
	I can save a file as a jpeg.	
	I can upload images and presentations to Glow.	
	I can manipulate photos- adding effects and changing image properties.	
	I can use an image as a background in a presentation.	
	I can use layering to build up a graphic.	
	I can use gradients, textures and patterns.	
	I can use align and scale tools to manipulate graphics.	
	I can use 'move to front / back' in graphic manipulation.	
	I can group images.	
	I understand the differences between Vector and Bitmap	
<b>Spreadsheets</b>	I can create a formula using addition, subtraction, multiplication and division.	
	I can use the fill handle to copy data as it is or in increments.	
	I can use the Sum, Max and Min functions	
	I can use the fill handle to copy formulae relatively.	
	I can use the Average function.	
	I can show formulae	
	I can add a header and a footer.	

	I understand the difference between a spreadsheet and a database and suggest where it is appropriate to use one or the other.	
<b>Databases</b>	I can plan and set up a database and enter data independently using text, numeric and keyword field types.	
	I can analyse data and draw conclusions.	
	I can create reports including graphs.	
	I can conduct advanced searches and sorts using multiple	
<b>Animation and Film</b>	I can plan slide content to tell a story including scene, objects, title and credits.	
	I can create progressive pictures on a number of slides (using camera if necessary)	
	I can save images as jpegs and import into MovieMaker (or similar)	
	I can add titles & credits.	
	I can run the animation to tell a story.	
<b>Multimedia</b>	I can create a new slideshow / web page.	
	I can record a sound file for inclusion in a slideshow.	
	I can take a photograph for inclusion in a slideshow.	
	I can add animations to objects on slides.	
	I can create hyperlinks to navigate between slides.	
<b>Programming</b>	I can use a suitable application to write a series of commands to control the movement of a real or virtual object using the 'repeat' command to create a basic	
	I can use a suitable application to write a series of commands to control the movement of a real or virtual object using the 'repeat' command to create a more	
	I can use repeat / loop commands to write procedures to make patterns on screen.	
	I am aware that computers can control an external device eg. stop, start or go with reference to traffic lights.	
	I am aware that computers can collect information about the environment through sensors eg, temperature.	

<b>Glow</b>	I can add web parts such as page viewer and text editor to a Glow page	
	I can send attachments in an email.	
	I can add and edit contacts.	
	I can add animation to a Glow page.	
	I can edit a text editor web part.	
	I can record my achievements using I can	
	I can add a survey to a Glow page.	
<b>Games Based Learning</b>	I can use a computer to play games that help me with my thinking skills.	
	I can play games that get harder.	
	I can work with others to design a game for my class to use.	
	I can make a game using suitable software which can be played by children my age.	
	I can make suggestions about how to make games better and fit for purpose.	
<b>Internet</b>	<p>I can revisit prior learning, emphasising safety:</p> <ul style="list-style-type: none"> <li>⦿ I know the rules of how to stay safe online.</li> <li>⦿ I know not to give out personal details.</li> <li>⦿ I know never to meet anyone from online.</li> <li>⦿ I can use reliable information.</li> <li>⦿ I know to tell an adult if someone asks me for personal details.</li> </ul>	
	I can develop a wider knowledge of the dangers of the internet as well as the benefits	
	I can make complex searches with multiple keywords.	
	I can check website information for reliability and make	
	I know about plagiarism and copyright and I can rewrite website text in my own words.	
	I can create a multiple-choice questionnaire with answers set at my peer level.	

**St Marys Episcopal Primary School**  
**Pupil Internet Agreement Contract**

**Internet Safety**

As a Unicef Rights Respecting School, we seek to put the UN Convention on the Rights of the Child at the heart of our schools ethos and culture. In this regard, Article 13 of this convention is particularly important in developing a healthy and skilled approach to internet safety.

**Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others.**

**Keeping ourselves safe**

1. I know that almost anyone I contact online is a stranger to me and that I should not share personal information with strangers no matter how nice they seem to be.
2. When I am on the internet, I promise never to tell people that I am someone else.
3. I understand that sometimes I may see a site on the Internet that has pictures or words that my teacher or parents would not want me to see
  - I will not try to find those sites
  - If I come across one of them by accident, I will leave it as soon as I can
  - I will quickly use my forward or backwards keys to take me to another site
  - I will report it to my teacher/an adult working in the school

**Therefore, to keep myself safe when using the internet, I will never give anyone I write to or talk with on the internet:**

- my name
- my home address
- any personal information about me or my family
- my telephone number
- a picture of myself
- information about myself by using an envelope and stamp

**Communication**

1. I will be polite to other people when writing to them (or talking with them) while I am online
2. I will not use any language that my teacher or parent would not want me to use in my classroom

### **Using the Internet in class**

1. I know that my teacher and Head Teacher want me to use the internet to learn about the projects I am working on in class, collaborate and share my learning
2. I will not use the internet for any other reason
3. I will not access the internet without an adult being present
4. I may be given a password – a special word that only I know. I may have to use this password to sign onto a computer or to send mail over the internet
5. I know:
  - only I should know my password
  - never to tell a friend my password
  - I should never use someone else's password
6. I agree that I cannot use the words or pictures I see on an internet site without giving credit to the person who owns the site
7. I will not copy information from the internet and hand it in to my teacher as my own work
8. If I find information on the internet that I wish to use I will make sure that I document where I have found this information

## **St Mary's Episcopal Primary School**

### **Internet Agreement Contract**

#### **Pupil's Agreement**

I have read the information about using the internet at St Mary's Episcopal Primary School.

If I did not understand the meaning of part of it, I asked an adult to explain it to me.

I agree to use these rules at all times when I use the internet at school.

Signed: \_\_\_\_\_ Printed: \_\_\_\_\_  
(Child)

Date: \_\_\_\_\_

# St Mary's Episcopal Primary School

## Internet Agreement Contract

### Parent's Agreement

I have read the information about using the internet at St Mary's Episcopal Primary School with my child.

I understand and agree with my child's responsibilities when using the internet at school and at home.

I agree to support my child in using these rules at all times when they use the internet at school and at home.

Signed: \_\_\_\_\_ Printed: \_\_\_\_\_  
(Parent)

Date: \_\_\_\_\_

## **St Mary's Episcopal Primary School**

### **Staff Internet Agreement**

#### **Internet Safety**

As a Unicef Rights Respecting School, we seek to put the UN Convention on the Rights of the Child at the heart of our schools ethos and culture. In this regard, Article 13 of this convention is particularly important in developing a healthy and skilled approach to internet safety.

**Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others.**

Staff should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the school policy and/or subject leaders.

Permission slips (via the school ICT and Technologies policy) must be consulted before any image or video of any child is uploaded.

There is to be no identification of students using first name and surname; first name only is to be used.

All posted data must conform to copyright law; images, videos and other resources that are not originated by the school are not allowed unless the owner's permission has been granted or there is a licence which allows for such use (i.e. creative commons).

Protect the security of school Twitter accounts (No sharing of information and content from the class private pages, only sending tweets @someone reliable and verified).

Alert the Head Teacher or appointed person if there is any inappropriate or harmful data on a school twitter account and if someone has used this inappropriately.

#### **Staff Agreement**

I have read the ICT Policy and understand my responsibilities and duty to keep myself and all children safe online.

I agree to adhere to the above rules.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Role: \_\_\_\_\_

## **St Marys Episcopal Primary School**

### Parent Internet Agreement Contract

#### **Internet Safety**

As a Unicef Rights Respecting School, we seek to put the UN Convention on the Rights of the Child at the heart of our schools ethos and culture. In this regard, Article 13 of this convention is particularly important in developing a healthy and skilled approach to internet safety.

**Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others.**

This permission slip will cover all of your child's time at St Mary's Episcopal Primary School. Please feel free to contact us in writing at any time should you wish to alter your instruction.

Please ensure you have read our ICT policy as to fully understand why and how technology is used within the school for educational purposes, which can be found on our website, before reading and signing the below agreement.

Read each of the following sections carefully and tick to agree.

<b><u>Statement</u></b>	<b><u>Agree</u></b>
I give permission for my child to be photographed/videoed for learning evidence and for these to be used/displayed within the school only.	
I give permission for my child to be photographed and videoed which can be used on the school website.	
I give permission for my child to be photographed when such photographs may be used for wider display by the Local Authority and also may appear in the press.	
I give permission for my child to be videoed when such video may be used for wider showing by the Local Authority and may also be used to promote the European dimension when linking with another school.	
I give permission for the school to send the school newsletter, information leaflets etc. to be sent to my email address.	
I agree that I will not share any information or tweets from a private class Twitter account.	
I know that social media and services including Twitter and Facebook are not intended for use by children under the age of thirteen	

Signed: \_\_\_\_\_ Printed: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_