Rosebank School

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POLICY FOR INTERNET ACCESS

DATE OF THIS POLICY:	**JANUARY 2017**
Ratified by Governors:	Curriculum Q&S Committee 29.1.15
Frequency of update:	Every 2 years
Due for revision:	**JANUARY 2019**
Person responsible:	Natasha Tompkins

ROSEBANK SCHOOL

INTERNET ACCESS POLICY

Rosebank School believes that the educational benefits of Internet access far outweigh the possible risks and that good planning and management will ensure appropriate and effective use by pupils and staff. The Internet can be used by pupils of all ages and staff including admin and management. The Local Authority block inappropriate sites and there is no access to social network sites within school.

This policy should be read in conjunction with other Rosebank policies:

• Curriculum Policy for Computing
• e-Safety Policy
• Policy for Acceptable Use of Communication and Information, including the Internet
• Safeguarding Policy

WHY IS INTERNET ACCESS IMPORTANT?

• The purpose of the Internet in school is to increase the opportunities for pupils to access a wider range of resources in support of the curriculum.
• It supports the professional work of staff and enhances the school management information and business administration systems.
• Access to the Internet is a necessary tool for staff and pupils.

WHAT ARE THE BENEFITS TO THE SCHOOL?

A number of studies and government projects have indicated the benefits to be gained through the appropriate use of the Internet in education.

At Rosebank School this will include:

• Access to world-wide educational resources e.g. museums and art galleries
• Enhancement of schemes of work in particular those relating to access of the Internet for various activities
• Inclusion in government initiatives and specialist web sites
• Information and cultural exchanges between students world-wide
• News and current events
• Discussion with experts in many fields for pupils and staff
• Staff professional development – access to educational materials and good curriculum practice
• Communication with the advisory and support services, professional associations and colleagues
• Exchange of curriculum and administration data with the LA and DfE

We will encourage pupils to make effective use of the rich information resources available on the Internet both for study and, where schemes of work dictate, recreation. We will encourage the pupils to develop the appropriate skills and understanding that will enable them to use these resources well and safely, as well as the ability to analyse and evaluate the resources they find. E-Safety will be embedded throughout the curriculum, and e-safety assemblies will also take place throughout the school year.

These skills will be fundamental in the society our pupils will be entering. Pupils will be encouraged to make use of both the World Wide Web and e-mail.

MONITORING OF THE INTERNET POLICY

The impact of this policy will be monitored through:

- Evaluation of pupil progress across the curriculum and discretely in ICT
- Discussion with parents
- Classroom observations and scrutiny of lesson planning and examples of pupils work by the Computing lead as part of the Performance Management process

PROCESS OF REVIEW

The policy for Internet Access will be reviewed biennially in order to ensure that we meet the statutory requirements. The process will be led by the Computing Subject Lead and all staff will be asked for feedback at staff and co-ordinator meetings.

MONITORING AND EVALUATION

The Computing Subject Lead ensures that resources to allow Internet access are reviewed annually. Any problems are recorded for either the ICT Technician or Subject Lead's attention. The budget expenditure will be monitored and presented annually to governors as part of the budget.

HOW WILL WE KNOW IF THIS POLICY IS EFFECTIVE?

When:

- Pupils are maximising their opportunities to take part in daily life using the Internet.
- There is an increase in the pupils' levels of confidence and participation using the Internet.
- All teachers involve the Internet across the school day and curriculum.
- All staff feel confident using the Internet and know appropriate sites that can be used.
- All children have the tools to enable them to access the Internet, including adapted hardware (e.g. touch screens, one-button mouse).
- Children feel confident using the Internet in a safe, controlled way and can communicate about their experiences using the Internet.