

# St. Thomas More RC College – ICT Policy



**A group of believers united heart and soul in Community, Commitment, Communication and Communion (acts of the Apostles 4:32)**

As a Mathematics and Computing College we aim to embed ICT throughout all subject areas, to allow all learners to show they are confident, independent, empowered users of ICT, equipped with skills for life whilst embracing the wider Tameside vision

## **Aims**

Information & Communication Technology has the potential to enhance the quality of teaching and learning across the curriculum, in fact 'the ability to use a computer effectively is now as necessary to a person's formal education as reading, writing and arithmetic' (Spencer 1991).

The ability to use technology effectively is becoming an assumed skill both in the work place and for lifelong learning and this must be reflected in the planning, delivery and assessment of any ICT curriculum.

Using ICT in the classroom will facilitate pupil's management with impending demands for a superior level of technological knowledge, awareness and understanding. As a result this should support the concept of a population which feels comfortable with advancing technology and one that can become accustomed to developments in this field.

We will do this by providing the students with - at minimum - the basic skills and techniques needed to use curriculum software and by providing opportunities to use ICT within the wider curriculum of the school in order to enhance communication and learning.

Our broadest aim is for all students to be Information and Communications Technology capable. Students will also develop the ability to choose to use ICT as a means of accessing resources.

## **Skills and Knowledge**

In our school we will aim to:

- support lifelong learning
- promote learners who discriminate in their use of this technology
- enable staff and students to embrace ICT and become autonomous users. They would seek to use ICT where appropriate to enrich the curriculum and enable communication and research with fellow colleagues and students
- support a range of teaching and learning strategies including distance learning

- support a communication strategy which internally provides for paperless communication for staff and students, enabling information to be shared across an intranet.
- forge links with other schools/communities
- have 100% access to email accounts for staff
- give access to local, national and global networks through the Internet
- enable access to resources to support lifelong learning
- to develop, in all children, confidence and proficiency in the use of ICT in the classroom.
- to develop the ability to use ICT appropriately and to choose software suitable for a particular task.
- to provide continuity and progression in the strands of the ICT National Curriculum by embedding the Secondary Strategy.
- to develop ICT skills through cross-curricular contexts.
- to encourage problem-solving and investigation.

Working on the open access resources of the Internet requires a mature and responsible attitude. The school aims to develop this attitude and has an ICT Code of Conduct as part of the home school agreement signed by parents and students.

### **Curriculum Development and Organisation**

#### **Key Stage 3**

Students in Year 7, 8 follow the Key Stage 3 strategy in discrete ICT lessons. Discrete ICT lessons are delivered over 3 periods per fortnight. Lessons follow the ICT4Life scheme designed to support Curriculum 2008.

Year 9 – begin to study KeyStage 4 Unit 1 – ICT for business as part of the Level 2 OCR ICT National Certificate. Students have 4 periods per fortnight entitlement.

#### **Key Stage 4**

All students follow the ICT Level 2 National Certificate as a discrete subject over 7 hours a fortnight studying 4 units in Year 10 and 3 units in Year 11.

### **Teaching and Learning Approaches**

Activities will be planned according to the different levels of children's skills and previous knowledge.

ICT will be delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches such as:

- same activity but different expectations of outcome
- same theme but different levels of input
- allowing for different pace of working
- different groupings of children

We will also take into account the different learning styles of our students. We will aim to use a variety of teaching styles which will take into account the preferred learning styles (visual, aural or kinaesthetic) of the students.

### **Entitlement/Equal Opportunities**

All students deserve and have the right to receive a fair, broad and balanced curriculum irrespective of their ethnic origin, religion, gender or ability. Teachers endeavour to prepare students for living in a complex multi-cultural society.

The Department supports the school's policy for Inclusion with respect to all students' learning. We aim to develop a safe, secure and stimulating environment. Work is displayed which is produced by students of a variety of skills levels, academic ability and year group. We make ourselves accessible to all students to discuss their worries or concerns.

The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. The school will attempt to monitor the level of access to computers in the home environment to ensure no students are unduly disadvantaged. Positive images of computer use by children of both sexes will be promoted.

### **Management Information**

All hardware should be purchased with a minimum expected life of three to five years to allow for value for money and time for regeneration of equipment. Replacement of hardware is part of a projected three year rolling programme. This allows some equipment to be replaced each year and no machine to ever be in use that is below the standard required to achieve the schools aims.

To this end, an annual review of needs will be made so that a systematic updating of equipment is implemented or decisions are made on group replacement.

Each computer system has individual security to protect against access to the management system. The files and network system are backed up on a daily basis.

Any faults with the computers should be reported to the Network Manager who will inform the Head of ICT where appropriate. The Network Manager will keep a log of faults occurring to help with future replacement decisions and with discussions with the Technical Support team.

The school has a Network Manager and two ICT Technicians. Requests for technical support jobs should be directed to the Technical Team via the ICT Support Request Form form available from the staff room. An online helpdesk is also available. The jobs will then be assigned to individual technicians to complete, although is noted that technicians will become aware of urgent jobs that require their attention throughout the day that should be acted upon using personal/professional discretion.

### **Assessment**

Pupil achievement will be recorded in the teacher's mark book and progress tracked throughout the year.

KS2 – KS3 transfer – Yakapaca is used as a tool at the beginning of Year 7 to set initial ICT Curriculum levels. Students at feeder schools follow the Tameside KS2 passport program.

End of KS3 target levels are set using FFT data.

KS3 – In line with the school assessment policy 1/3 home learning tasks marked in depth, and Key pieces of work awarded NC levels supported by the ICT4Life package.

KS4 – Each unit is assessed using assessment objectives. Teachers mark to this criteria awarding students PASS, MERIT or DISTINCTION for each assessment objectives, this is recorded in a marksheet to track progress of students.

Tracking of progress is done by OMR, once a term in all Years and reported to parents

Formal reports written to parents once a year,

Moderation/ Sampling

Work scrutiny is completed by the department once a term to standardise levelling of work at KS3.

Moderation of assessment objectives carried out in each departmental meeting, and whole units sampled twice a year in preparation for visiting moderator.

### **School Liaison, Transfer and Transition**

The ICT department works with the Head of Year 7 ensure smooth progression in within ICT, by providing feeder lessons and ICT support from the AST ICT teacher. This work is developing further.

### **Inclusion, incorporating Special Educational Needs, and the Gifted and Talented**

For the successful implementation of an ICT solution, we need more than the right equipment matched to the needs of the individual pupil. For some students, a technological solution will be the only way to ensure they can make their needs, opinions and views known. For them, access to appropriate ICT-based solutions is a lifeline to inclusion. To this end fully networked and Internet ready machines are installed in our BASE centre and Learning Support area to support further access for students.

The school will recognise the advantages of the use of ICT by children with special educational needs. Using ICT can:

- address children's individual needs
- increase access to the curriculum
- enhance language skills

*Some students have statements which prescribe specific computer hardware or software.*

## **ROLES and RESPONSIBILITIES**

### **SLT Line Manager – Mrs Daria Kuczaj,**

- in conjunction with Head of Department will provide an overall vision and set priorities for the future development of ICT at St. Thomas More RC College
- in conjunction with Head of Department will agree Key Stage 3 and Key Stage 4 ICT targets, and monitor and review progress regularly through annual SEF and departmental reviews.

### **Head of ICT – Mr. Adam Jennings**

The subject leader for ICT is responsible for:

- inspiring ICT teachers, supporting their professional development, and leading discussion and debate about the teaching of the subject;
- auditing standards, teaching and learning in ICT, setting annual targets for the subject and producing an annual development plan outlining the actions needed to achieve the targets;
- reviewing and updating the ICT scheme of work and teaching resources, and ensuring that it takes account of literacy and numeracy across the curriculum;
- organising ICT teaching groups and allocating staff to teach them;
- monitoring and evaluating teachers' planning and teaching of ICT and the assessment of pupils' work and progress;
- liaising with the school's network manager and ICT technicians to ensure that the resources needed for teaching the ICT curriculum are available;
- liaising with staff who support particular groups of pupils, e.g. the SENCO, the coordinator for gifted and talented pupils;
- keeping the school's senior leadership team informed about the ICT department's plans and progress.
- Ensure the development of e-learning and e-assessment opportunities.
- Manage the school's ICT technician and network manager.
- Keep staff handbook up to date and ensuring it is used as a working document.

### **AST in ICT/ ICT Co-ordinator – Miss Amy Davies**

The ICT coordinator's role is one of strategic leadership and management across subjects and partnership schools to promote the use of ICT in teaching and learning. Through liaison with others who have ICT responsibilities including Tameside ICT Consultants, the coordinator's role will:

- ascertain that every department, including special needs identifies its requirements for ICT provision;
- co-ordinate the effective use of ICT across the whole curriculum and encouraging aspects of cross-curricular planning;
- Along with AJ, help other departments consider how ICT can support teaching and learning in their subject – through continued development of a whole school ICT working party.
- monitor on behalf of the senior leadership team the use of accommodation, the acquisition, maintenance and replacement of equipment and software, and its storage, access and use by pupils and staff;
- ensure that sensible, transparent decisions are made where there are competing demands for resources, and that the school improvement plan includes plans for ICT;
- encourage and support the professional development of all staff in the use of ICT in their subjects, in line with whole-school policy and practice;
- Liaise with partner primary/ secondary schools, the local education authority and the wider community.

### **Mr. Paul Cant**

- Teacher of ICT
- Enterprise Coordinator
- Extended school ICT learning.
- Develop Teaching and Learning Materials KS3 and Key Stage 4
- Liase with HOD and ICT Coordinator to develop schemes of work.
- Liase with ICT Team to meet departmental and specialist status objectives.

- Look for professional development opportunities to be supported by the department.

### **Mr. Adam Carron**

- Teacher of ICT
- Develop Teaching and Learning Materials at Key Stage 3 and Key Stage 4
- Liase with HOD and ICT Coordinator to develop schemes of work.
- Liase with ICT Team to meet departmental and specialist status objectives.
- Look for professional development opportunities to be supported by the department

### **Departments**

- All departments have been asked to nominate a colleague who will be responsible for ensuring that ICT is used productively to promote pupils' learning in their subject and will agree with the ICT coordinator the facilities needed to do this.
- a whole school ICT working group is up and meets on a termly basis to discuss ICT issues and developments.

### **Roles and Responsibilities**

1. The SLT is to oversee the planning of ICT within school and will be responsible for informing staff about new developments and organising appropriate training.
2. The Head of ICT will not act as a technician but will advise colleagues on managing equipment, software and curriculum to deliver ICT in their subject. A central resource area for each department will be maintained and reviewed annually along with other resources for ICT.
3. The Head of ICT will monitor the curriculum and report to the SLT line manager annually on progress with regard to the departments development plan and SEF review
4. The Head of ICT will attend Partnership meetings and participate in developing the Partnership plan. The Head of ICT will keep staff informed of developments.

### **Monitoring and Review**

ICT within other subject areas will be monitored in the following ways:

The ICT coordinator will discuss the use of ICT with subject teachers, departments and elearning reps.

When time allows, the ICT coordinator will observe the use of ICT within other subject areas.

An annual departmental audit will be carried out to monitor training and equipment needs and capabilities and this will be used to review support provided.

### **Learning Out of School Hours**

We recognise the importance of making our valuable, educational ICT facilities available to the students of St. Thomas More RC College for learning out of school hours. Although the majority of our students have access at home to both a computer and Internet access, it is important that those who don't have the option of using the school's resources to further their learning.

The ICT facilities are available to the students out of school hours in both formal and informal ways. Many departments offer after school coursework catch-up and revision sessions which will often involve the use of our ICT resources.

ICT facilities are available every night after school until 4.00pm and every morning from 8.00 until 8.45am.

### **Health and Safety**

All equipment will be checked annually under the Electricity at Work Regulation 1989. The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

### **Internet Safety, Code of Conduct and Acceptable Use Policy**

We want every student and member of staff to use all the facilities provided by computer systems including the Internet. We believe that it is appropriate for people to be allowed some freedom in using ICT for study, work and leisure. *With freedom comes responsibility.* St. Thomas More RC College *cannot control* what people all over the world make available on the Internet and a small proportion of this is not acceptable in school, while other material must be treated with great sensitivity and care.

Exactly the same standards apply to electronic material as to material in any other form. If it would not be acceptable for school in a book, magazine or spoken form, then it is not acceptable on a computer.

Students are responsible for their own appropriate behaviour on the Internet in the same way that they are responsible for their own behaviour throughout the school. General school rules apply and parents are asked to sign a code of conduct at the beginning of Year 7 regarding e-safety.

The Internet is provided for students to conduct research and – on occasion – communicate with others and access to this resource is a privilege requiring responsibility from students as well as parental permission. It is therefore assumed that students will always adhere to school rules and honour the agreement that they have signed.

Copies of the ICT Code of Conduct and Acceptable Use Policy are can be viewed on the school website.

Computer storage areas are the property of St. Thomas More RC College and may be accessed by the SLT , Head of ICT and the Technical Support Team to ensure that our ICT Systems are being used appropriately.

*We expect all ICT users to take responsibility in the following ways:*

Not to access or even try to access any material which is:

1. Violent or which glorifies violence
2. Criminal, terrorist or which glorifies criminal activity (including drug abuse)
3. Racist or designed to incite racial hatred
4. Of extreme political opinion

5. Pornographic or with otherwise unsuitable sexual content
6. Crude, profane or with otherwise unsuitable language
7. Blasphemous or mocking of religious beliefs.
8. Offensive in the normal context of school
9. In breach of the law, including copyright law, data protection and computer misuse
10. Stored by other users of ICT systems and which they do not have explicit permission to access
11. Not to download or even try to download any software or other data without the explicit permission of a member of the ICT department.
12. Not to use other people's user identities (user names) or passwords, even with their permission
13. Not to allow others to use their user names or passwords
14. Not to physically misuse any piece of ICT equipment
15. If planning any activity (e.g. research into terrorism for a legitimate project) that might risk breaking this policy, students should ensure that at least one teacher of a relevant subject knows what is planned and has given advice.
16. To report any breach (deliberate or accidental) of this policy to a teacher immediately - even if someone else breaches the policy, as it may affect other students or visitors at a later time.

Anyone who is found not to be acting responsibly in this way will be disciplined. Irresponsible users will be denied access to facilities. St. Thomas More RC College will act against anyone whose use of ICT could bring the school into disrepute or risk the proper work of other users.

Any violation of the above will result in disciplinary action being taken against the offender. A range of sanctions will be imposed against offenders taking into account the severity of the offence and the school's behavioural policy.

### **Home School Links**

Currently the students can access school resources at home through the use of the school website/ easylink and VLE. This is an area for development.

### **Effective and Efficient Deployment of ICT Resources**

Printing of work should be kept to a minimum as this is draining on budgets. Where printing is required only completed final documents should be printed unless the syllabus or scheme of work require further hard copies to be produced.

For all students computer access is ensured through the schemes of work. There are five dedicated ICT suites with 31 machines each; the CLC, and 60 bookable laptops. Laptops are supported by a wireless network. The Science/ MFL department have access to 16. The total amount of machines available to students means that the ration is an enviable 1:32 computer to every three students. All machines have access to printing and filtered Internet services.

Staff wishing to use ICT resources can do so by booking the facility using the online booking system giving 24 hours notice for technicians. Students can not work unsupervised in any ICT room at any time and can only use ICT facilities during the school day to support curriculum studies in a clearly defined and managed manner.

All staff have full internet access and all students returning signed ICT Code of Conduct agreement forms have filtered use of the facility. All Internet users must adhere to the school's ICT Code of Conduct at all times. Any user failing to do this will have their user rights reviewed accordingly by the Head of ICT.

The school ICT resources available include:

- Computers
- Printers
- Network Access
- Scanners
- Digital & DV Cameras
- Control/ Sensor Software
- Music Technology
- CD/DVD/mp3 Players
- Interactive Whiteboards
- Digital Projectors
- Nintendo DS
- Quizdom Hand Held devices
- Hand held communication/ mobile devices

All hardware is a whole school resource and will be reviewed and allocated through approval from the Senior Leadership Team.

Staff with extra responsibility are issued with a laptop computer. Staff may take laptops home for work outside of school, but must return them when leaving the school's staff permanently or when requested by the Director of ICT.

A catalogue of software is available from the Finance Team. Master copies and licences are to be held by the ICT team. Teachers who wish to explore new software or view demo copies should contact the Network Manager for compatibility.

### **Management Information System**

The schools Senior Assistant Head Teacher is responsible for the MIS System. The school uses SIMS and the first line of support is our Technical Support department and this is currently reinforced by Tameside MBC for telephone support and licensing. Training is brokered by the LEA to staff and is cascaded at scheduled training sessions .

The effectiveness of the MIS System is continually reviewed for purpose.

A management information System (MIS) is essentially a computer program on which all important pupil information can be stored. It will save us time doing many repetitive tasks. Staff will be able to print off class lists and records and communicate the data to other teachers. Collation and analysis of data will be done more easily. The arrival of a new pupil will be quickly accommodated and the relevant information promptly dispatched to staff, with minimal use of paper.

Particular areas of MIS are:

1. attendance
2. assessment and report writing
3. SEN
4. timetabling
5. finance
6. communication with parents and others
7. pupil data
8. asset management
9. teaching and learning resources

### **Continued Professional Development**

At least one departmental staff meeting each term should be arranged to develop the use of ICT.

This process is also supported by cross-curricular ICT meetings

This will include:

- introduction of software
- general training for IT
- whole school support in planning for IT
- sharing ideas
- development of IT portfolio

ICT staff training will be brokered on a workshop basis, whereby structured sessions take place regularly with directed and open invitations to staff. Staff can attend one, some or all of the sessions and their attendance will be recorded as Staff Development. Further training of ICT and development of opportunities is an ongoing process.

Departmental training will be brokered during departmental meetings with departments advising the cross-curricular coordinator of specific ICT training needs. Where this is not the case the cross-curricular ICT coordinator will arrange training topics and demonstrations.