

# The Thomas Aveling School

# **ICT POLICY**

*2010*

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# The ICT Policy Document

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## **1. Introduction**

The development of Information Technology is changing at home and in the community. Its impact on the lives of individuals continues to grow and it is essential that our students can take advantage of its opportunities and understand its effects.

Therefore, it is important that students in our school gain the appropriate skills, knowledge and understanding to have the confidence and capability to use IT throughout their lives.

The National Curriculum Orders require IT to be used in all subjects where appropriate. Information Technology is a cross curricular competence which is concerned with the acquisition, storage, manipulation, interpretation and telecommunication of information and involves creating, collecting, organising, storing, processing and presenting information for specific purposes by electronic means.

## **2. Aims of using ICT in the school**

- To provide students with opportunities to develop their ICT capabilities in all areas specified by the National Curriculum 2000 and beyond.
- To allow students to gain confidence and enjoyment from their ICT activities and to develop skills which extend and enhance their learning throughout the curriculum.
- To develop students' awareness of the use of computers not only in the classroom, but in everyday life.
- To allow students to evaluate the potential of computers and also their limitations.
- To develop logical thinking and problem solving.
- To provide opportunities for students to gain knowledge about ICT tools. These include CD-ROM, word processors, spreadsheets, databases, programming, graphics and software for processing sound and images.
- To encourage students to become autonomous, independent users of ICT both as a learning resource and as a discipline in its own right.
- To develop a whole school approach to ICT ensuring continuity and progression.

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## ICT Management Committee

The ICT Management Committee plays an important part in achieving these aims. Therefore it is important that all members of staff are aware of these aims, as outlined below:

☒☒ Highlight areas for the development of IT within the School Development Plan.

☒☒ Co-ordinate the purchase and maintenance of equipment.

☒☒ Ensure that all equipment is safe to use.

☒☒ Review INSET needs of all staff and provide suitable training opportunities.

☒☒ Keep up to date with developments and new technologies.

☒☒ Identify changes in the curriculum relating to all aspects of ICT and ensures a whole school approach to the planning, recording and assessment of IT.

☒☒ Ensure that this policy is successfully implemented throughout the school.

☒☒ Review and update this policy periodically.

## 4. Professional Development

INSET will be provided as school based training or through courses run by Medway Council or other suitable providers. The Training Manager will discuss with colleagues their INSET needs and encourage them to attend relevant courses or plan with the Leadership Group whole staff INSET through staff meetings or a Staff Development Day.

## 5. Planning and Delivery

ICT provision is constantly being developed to enrich and extend students understanding of ICT and how it may be used appropriately. ICT is delivered as a discrete subject and through other curriculum in areas at all key stages.

The Head of ICT will develop a discrete programme of study for years 7 and 8 that will cover the requirements of the ICT National Curriculum. These students will receive one discrete ICT lesson per week. ICT will also be delivered as part of all KS3 subjects.

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All KS4 and KS5 students will be offered the option of studying a level 2 or 3 course. All other students will primarily receive ICT development through a vocational option or appropriate level 2 course.

The Head of ICT will work with Heads of Department to ensure that ICT is implemented as part of all programmes of study, providing a good balance of the use of knowledge and skills across all subject areas.

### 6. Progression

Curriculum planning should ensure continuity and progression. The school recognises that progression in IT involves four main aspects:-

- ▣ The progressive development of students' skills, knowledge and understanding
- ▣ Breadth of IT applications
- ▣ Increased complexity of contexts in which IT is applied
- ▣ The growing autonomy of the student in their learning

### 7. Differentiation

Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example students who are progressing rapidly should be encouraged to extend their IT experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set.

### 8. Learning and Teaching

Teachers are expected to use a range of strategies and to use their professional judgement to decide on the most appropriate. These may include:

- Using the computer to demonstrate to a group of pupils or the whole class.
- Leading a group or class discussion about the benefits and limitations of ICT
- Individual or paired work using worksheets
- Collaborative writing and design work in groups.

Teachers are expected to intervene where appropriate to reinforce an idea or teach a new point. When working in groups students should be selected to ensure that each student is active and involved in the task and that all have equal access to the computer keyboard.

## **9. Assessment, Recording and Reporting**

Teacher assessments of discrete ICT capability will be recorded through the year and reported to parents at the end of each academic year in which ICT is delivered. Staff should keep examples of students' work and sufficiently detailed records including sub-levels to form a judgement on each student's level of attainment at the end of each Key Stage.

To assess ICT capability in other subject areas, an electronic portfolio of evidence will be kept for each student and added to by the student throughout the key stages. Class activities suitable for a student's portfolio should be identified by the subject teacher and logged by the student. These portfolios will demonstrate ICT capability by students across the curriculum.

## **10. Equal Opportunities**

All students regardless of race, gender or ability should have the opportunity to develop IT capability.

We ensure that all our students:

- have equal access to IT resources
- have equal opportunities to develop IT capability
- use software which is appropriate to their ability

## **11. Students with Special Educational Needs**

Information Technology enhances a student's access to the curriculum, and this in turn encourages motivation and the development of skills ensuring significantly higher achievements. Therefore, the opportunities to utilise IT should be maximised. This is achieved by:

- Allowing all students to have equal access to IT in order to develop their personal IT capability.
- When students are working in groups, endeavouring to ensure that their hands-on experience is equitable.

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- Checking CD-ROMs, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.
- The SENCO and Head of ICT jointly advising teachers on the IT support which can be provided to individual students with particular educational needs, including high ability pupils.
- Where appropriate, using an external specialist to assess a student's specific needs.  
Encouraging students with a computer at home to use it for educational benefit and offering advice to parents about what is appropriate.
- Ensuring that text created at home can be transferred to a classroom computer once a teacher has been notified.

### **12. Health and Safety**

It is imperative that all electrical equipment is kept in good working order. To ensure the health and safety of students and staff the following guidelines must be adhered to:

- Students should not be allowed to switch on the power at the mains.
- Equipment should be situated away from water.
- No equipment will be used if the Network manager deems it unfit.
- Students should always be supervised when using electrical equipment.
- All plugs, leads and equipment should be checked regularly and tested for electrical safety in accordance with LEA guidelines.
- Students will not configure or re-configure any equipment unless part of an IT course and supervised by staff.

### **13. Resources**

The budgetary requirements and deployment of ICT resources will be part of the planning process and detailed in the 3-year ICT plan. The effective and efficient deployment of these resources will be regularly discussed and agreed by the ICT Management Committee.

The Head of ICT will liaise with other Heads of Department termly to identify hardware, software and training requirements. These will be fed back to the ICT Management Committee for discussion.

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All hardware and where possible software to be security marked.

The IT Network Manager will hold a list of computers and peripherals together with location, serial numbers and approximate purchase/acquisition date.

The Network Manager will hold a list of software purchased throughout the school and hold software and licenses in a secure location.

All software purchased including personal software must be installed on school equipment under direction of the Network Manager only. The ICT Management team will plan to replace classroom computers and printers more than three years old.

Consumables such as inkjet cartridges will be replaced from Whole School ICT budget. Software is purchased and used according to age range, topic work, interests etc., and will be interchangeable and shared.

### **14. Monitoring, Evaluation and Review**

Monitoring should take place in order to establish that:

- the full range of the POS is being taught
- curriculum plans for ICT are matched to pupils' ICT capabilities
- pupils use ICT purposefully
- where appropriate, ICT is used to provide access to the curriculum for pupils with special educational needs and to challenge more able pupils
- adequate and appropriate resources are available
- the use of ICT within a curricular context makes a significant contribution to subject knowledge and understanding.

Monitoring will take place by the use of five main strategies:

#### **1. Planning**

Monitoring short-term planning for evidence of the range of ICT being taught or used and teachers' own evaluations of the impact of ICT upon subject learning will help to build a picture of ICT usage. Putting together a portfolio of pupils' work can provide evidence to show that planned activities are taking place. In addition, annotations can highlight the appropriateness of the plans in relation to pupil capability. One or two samples from pupils of varying abilities would be adequate for each unit of work. Teacher evaluations can be used to improve planning and provision in the future.

#### **2. Lesson observation**

This is most useful when conducted either within a whole-school framework or to a specified, agreed focus. This method provides a snapshot of individual classroom practice.

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### 3. **Work sampling**

This should have a clearly specified focus - for example, evidence of the use and impact of ICT in a geography module - which should help to develop an overall picture that will be built up over time. This approach can be a useful means of monitoring progression.

### 4. **Self-evaluation**

This involves the identification of strengths and areas for development within the current provision. This might have resource implications that can be added into the development planning process.

### 5. **Audit by walking around**

Looking for evidence of ICT in other curriculum areas in both classroom and whole-school displays.

The effectiveness of this policy will be monitored by the IT Management Committee in consultation with the Leadership Group.

This policy will be reviewed every year and updated every 2 years.

## **15. Management Information**

The school uses the CMIS system to manage information. Responsibility for the development and implementation lies with the Deputy Head in liaison with The Leadership Team and the Network Manager.

It is important that all staff are able to use the CMIS system for electronic registration and general queries. The school will provide training for all new staff and continue to provide training as the system develops.

## **16. Out of Hours Learning**

The school promotes the use of ICT out of hours by providing access to computers facilities in the Learning Resource Centre, ICT Department and the use of laptops throughout the school by negotiation with individual departments. The learning resource centre is available for student use 5 nights a week from 3-5pm. ICT Clubs run and Tuesday, Wednesday and Thursday evenings from 3-4:30 pm.

## **17. Home/School Links**

The school actively encourages the use of technology to improve home school links. Development in this area is on going. At present the school Internet provides information on the school calendar, homework, activity reports, policies and

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procedures. The Interactive behaviour log sends emails to the appropriate parents details of any incidents which occur during the school day. The school provides student and staff access to the VLE through its' Internet pages. It also provides staff access to their accounts, email, E-Portal, ehomework and CPD.

Students regularly transfer work from home to school and vice versa by the use of e-mail. Parents may request and be contacted and provided with information via e-mail.

### **18. Transition and Transfer**

Where possible data relating to students in primary schools will be transferred electronically and used to improve teaching and learning within the school.

The school continues to take part in technological projects to improve transfer and transition of students. These projects include joint experiences for Year 6 and Year 7 students and regular liaisons between staff to produce bridging activities.

### **19. Internet Access**

This section has been written using guidelines produced by The National Grid for Learning, but access will be subject to School Policy.

#### **19.1 School Policy**

At the Thomas Aveling School we believe that the students should have opportunity to use the internet and e-mail resources to support their learning. The Internet provides access to a greater library of resources than could ever be provided in school. However, where as the resources in school are carefully selected to be consistent with national and school policies those on the Internet are not. Teachers will therefore always be on hand to help students choose appropriate Internet resources.

The Internet also contains materials of a potentially offensive nature. The school will only connect to the Internet through a Service Provider that will employ measures that will make access to such material difficult. The school will take appropriate action against anyone attempting to or succeeding in accessing such materials using school facilities. The school will therefore reserve the right to electronically search all students' folders and work stored on school ICT equipment and any media brought into school by students.

Parental permission will be sought for each child, on entry to the school in Year 7, before they access the Internet or electronic mail. Students will need to have understood the school rules concerning their use of the Internet and electronic mail. Parents will therefore receive a letter explaining the schools' use of the Internet and electronic mail and a copy of the rules governing students' use. The Network Manager will keep a record of students who are entitled to use the Internet and electronic mail

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and any who are not. Teachers will regularly remind students of the rules governing Internet and electronic mail use.

The Network Manager will liaise with the LEA, Service Providers and other appropriate bodies to ensure that this policy is implemented. The Network Manager will also regularly review the effectiveness of measures to restrict access to undesirable materials on the Internet.

The Network Manager will provide guidance to teachers and students on their use of the Internet and electronic mail. The whole school will work towards the development of home pages and resource listings liaising with other curriculum co-ordinators and the LEA.

### **19.2 Student Sanctions**

If a student breaks one or more of the access rules for the first time, they will be banned from using e-mail, the Internet or both for up to two weeks. A further breach of the rules will result in a ban for one month or until the end of term, whichever is the longer. Persistent offenders will be subjected to severe restrictions on their network accounts only allowing access to a maximum of three application programs to enable them to complete their studies.

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## Rules for Responsible Internet Use For Lower School Students

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will ask permission from a member of staff before using the Internet or the e-mail system during lesson time;
- I will only use MY OWN login and password, which I will keep secret;
- I will not access other people's files;
- I will use the computers only for schoolwork and homework;
- I will not bring floppy disks or CD-ROMs into school unless I have permission;
- I will only e-mail people I know, or my teacher has approved;
- I will not use e-mail system as a chat program;
- The messages I send will be polite, sensible and not use offensive or obscene language;
- I will not give my home address or phone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;
- To help protect other students and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like;
- I understand that the school may check my computer files and may monitor the Internet sites I visit and the e-mails I send.

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## Acceptable Internet Use Statement

### For Senior Students

The computer system is owned by the school and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the students, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

- Access must only be made via the authorised account and password, which must not be made available to any other person;
- All Internet use should be appropriate to students' education;
- Bringing in, playing and downloading of gaming material is forbidden;
- Activity that threatens the integrity of the school ICT systems, or that attacks or corrupts other systems, is forbidden;
- Sites and materials accessed must be appropriate to work in school. Users will recognise materials that are inappropriate and should expect to have their access removed.
- Users are responsible for e-mail they send and for contacts made that may result in e-mail being received;
- The same professional levels of language and content should be applied as for letters or other media, particularly as e-mail is often forwarded;
- Email not to be used as chat;
- Posting anonymous messages and forwarding chain letters is forbidden;
- Copyright of materials and intellectual property rights must be respected (MP3s are copyrighted);
- Legitimate private interests may be followed, providing school use is not compromised;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;

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## Acceptable Internet Use Statement

### For Staff

The computer system is owned by the school and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the students, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

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- All Internet use should be appropriate to staff professional activity;
- Bringing in, playing and downloading of gaming material is forbidden;
- Activity that threatens the integrity of the school ICT systems, or that attacks or corrupts other systems, is forbidden;
- Sites and materials accessed must be appropriate to work in school. Users will recognise materials that are inappropriate and should expect to have their access removed.
- Users are responsible for e-mail they send and for contacts made that may result in e-mail being received;
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