
Woolton High School ICT Policy – 2022-23

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology and Digital Applications. It will form the basis for the development of ICT in the school over the next 2 academic years. This policy also contains details about the manner in which internet usage (e-safety) is monitored throughout the school.

Introduction

Information and Communication Technology (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Computing also enables pupils to be able to express and develop their ideas through the use of ICT. It provides insights to how digital systems work and how they are used in the workplace and as active participants in a digital world.

Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly and creatively. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Pupils can understand the principles and concepts of a computer and can analyse problems within computational terms when using programming languages in order to solve problems.

Increased capability in the use of ICT and computing promotes initiative and independent learning; with pupils being able to make informed judgements about when and where to use ICT to best effect, and consider its implications for home and work both now and in the future.

We interpret the term 'Information Communication Technology' to include the use of any equipment which allows users to communicate or manipulate information electronically. The term 'computing' includes the use of basic programming languages where users can understand simple Boolean logic.

Aims

The overall aim for Information and Communication Technology and Computing is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to use Information and Communication Technology in the effective teaching of their subject. Computing also ensures that pupils are digitally literate at a level suitable for the workplace and as active participants in a digital world.

Information and communication technology offers opportunities for pupils to:

- ◆ use ICT to enhance, enrich and extend learning in all curriculum areas;
- ◆ encourage pupils to recognise the appropriate uses of and be confident with, ICT;
- ◆ encourage pupils to be responsible in their use of computer systems;
- ◆ help pupils to understand the consequences of ICT for the individual and society;
- ◆ explore different media and increase awareness of what ICT can provide.
- ◆ provide pupils with access to relevant and up to date technology;
- ◆ increase pupils' motivation and self-esteem by improving the presentation of their work.
- ◆ Increase ICT skills for teaching and support staff through INSET

Objectives

In order to achieve these aims, the school curriculum will:

- ◆ use ICT to deliver aspects of the National Curriculum effectively;
- ◆ provide appropriate support for subject areas to develop their use of ICT and computing;
- ◆ provide opportunities for pupils to gain experience of ICT through subject specific activities in a variety of contexts;
- ◆ ensure that pupils receive a minimum entitlement in ICT skills
- ◆ ensure new technologies and software are used
- ◆ provide pupils the opportunity to write programs and solve problems using two types of programming languages.

Delivery of the curriculum

Key stage 3

Pupils in years 7, 8 and 9 will be given the opportunity to use a range of software programs to learn the functional skills of ICT. They will complete several tasks throughout the year to incorporate the skills in:

- ◆ Spreadsheets
- ◆ Databases
- ◆ Desktop publishing
- ◆ Creative multimedia
- ◆ Artwork and imaging
- ◆ Game making
- ◆ Developing web products
- ◆ Programming

They will complete several tasks throughout the year and they will be given some theory work to learn about the basic operations of a computer system.

Key Stage 4

Year 10 and Year 11 pupils will build on their prior knowledge of ICT and have the opportunity to complete Functional Skills level 1 & 2.

All pupils have access to laptops across the curriculum and can use ICT facilities during break and options time. Individual machines in classrooms support the development of ICT capability by enabling further development of tasks from ICT lessons; to encourage research and allow for the creative use of ICT in other subjects.

Review of the curriculum

Children arrive in school with variable ICT experiences: the systems are different and sometimes the software is different. We view these prior achievements as an advantage and aim to build on them. Therefore the subject leader will facilitate the use of Information and Communication Technology in the following ways:

- ◆ by updating the policy and schemes of work;
- ◆ by ordering/updating resources;
- ◆ by providing INSET so that all staff are confident in how to teach the subject and have sufficient ICT skills and knowledge;
- ◆ to keep staff abreast of new developments;
- ◆ by taking an overview of whole school planning to ensure that opportunities occur for pupils to develop information and communication technology capability, and that progression is taking place;
- ◆ by supporting staff in developing pupils' capability;
- ◆ by attending appropriate courses to update knowledge of current developments,
- ◆ by management of the technician and the learning environment
- ◆ making sure all staff understand the system for logging faults, and use of the classroom facilities
- ◆ monitoring the curriculum
- ◆ maintaining records of software licences and their deployment.

Software Provision and the Main Network

- ◆ The school has a computer network and main server.
- ◆ Each lesson all pupils have access to their own personal computer. No pupils share a computer.
- ◆ The main ICT room is equipped with 13 computers all linked to the main computer network
- ◆ All classrooms throughout the school are equipped with an interactive board.
- ◆ All teachers have their own laptop, which can be linked to the school network
- ◆ All computers give pupils access to a variety of educational software programs

Curriculum Enhancement/Inclusion

The ICT schemes aim to promote pupils' spiritual, moral, social and cultural development, key skills and other aspects of the general teaching requirements: use of language, and health and safety.

All pupils, regardless of race or gender, shall have the opportunity to develop ICT capability. The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources. Pupils who have access to computer facilities outside of school are encouraged to use it for educational benefit.

The main advantages of using ICT for children with special educational needs are that it:

- ◆ increases access to the curriculum
- ◆ enhances language skills
- ◆ develops literacy through typing skills and use of spelling and grammar checking
- ◆ allows staff to structure their teaching materials to match a learning difficulty
- ◆ enables pupils to feel confident about learning

Recording, Assessment, and Reporting

The teacher will assess the children's progress through summative and formative assessment, which will include the use of peer or self-evaluations; questioning within each lesson; end of topic assessments and reviews. This assessment will be used to support teaching and learning, whilst adhering to Woolton High's assessment policy. Evidence of pupils work will be kept electronically in individual pupil folders which will be marked electronically allowing pupils to respond to their feedback and save a new copy of their work with evidence of their improvements.

For reporting purposes, which will be at the end of each half-term, a description of achievement will be given to pupil's parents or carers. Each task pupil's complete will be marked with comments, effort, and attainment grades based on the AFL criteria set for ICT.

Monitoring will be carried out by the ICT coordinator, in the following ways:

- ◆ observation of ICT displays
- ◆ collection of class ICT files
- ◆ looking at the work in their individual paper files, electronic files or notebooks
- ◆ classroom observation

Health & Safety Procedures

Before being allowed to work in the computer suite(s) all children are made aware of the arrangements if they hear the fire alarm. All pupils are aware of the evacuation route and location of fire extinguishers, which can be found on the wall outside of the ICT suite, in corridors. All computer equipment will be checked and tested annually by the computer technician.

Pupils are all aware that eating or drinking must not take place in the ICT suite in the event of spillage on electrical equipment. No water fountains are based in the ICT room to eliminate this occurrence.

Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers. Pupils are aware of the **Computer Room Rules**. The school employs a **'Responsible Use of the Internet'** (as stated in **'Internet safety (e-safety)'** overleaf).

Pupils and staff are made aware of some other main health and safety issues involved when working on computers, such as:

- ◆ Positioning of the monitors on the desk
- ◆ Appropriate height of chairs suitable for working on the benches
- ◆ Use of hand rests for keyboards
- ◆ No eating or drinking in the ICT room
- ◆ Using appropriate display setting for accessing information displayed on the monitor
- ◆ Risks involved when using online chat rooms
- ◆ Repetitive Strain Injury

Internet Safety (e-safety)

- ◆ All pupils have access to the Internet, which is filtered by the LA by firewalls.
- ◆ All pupils need to be aware that Internet and network access is monitored by the school and all sites visited by a pupil may be logged.
- ◆ 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.
- ◆ All pupils need to be aware of copyright and plagiarism. Any passage of text, copied from the Internet that contains more than 40 words should be acknowledged, giving the site URL, author / organisation and date.
- ◆ If any pupil is unsure about the suitability of a web page they should consult a member of staff immediately.
- ◆ All computer or laptop screens should be in a position that can be viewed by a member of staff at any time to eliminate any safeguarding issues.
- ◆ All pupils need to be aware of the measures that they should adhere to in order to stay safe when using ICT.

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- ◆ Pupils must also be aware of the process to follow when reporting an issue regarding e-safety.
 - ◆ Parents will also be made aware of the importance of safe usage of the internet by their children when they are outside of school, which includes guidance around the appropriate use of social media, as well as the importance of adhering to PEGI guidance around age appropriate games.
 - ◆ Any additional recommendations from LSCB e-safety and anti-bullying sub-group will be adopted as Head teacher / designated Safeguarding Lead sit on this group.

Conclusion

The effectiveness of this policy will be measured in terms of each pupil in school receiving a balanced ICT and computing curriculum that encourages the development and progress of each pupils' understanding of how technology is used in the real world.

This policy was reviewed June 2022.

This policy will be reviewed in July 2023