



C33: ICT POLICY

Last reviewed: November 2007

Next Review: April 2011

Approved by Governors Cabinet

Date:26/4/09

1. VISION

To use e-learning effectively resulting in

- a) Empowered learners
- b) Creative and innovative teaching (mixing e-learning with more traditional methods)
- c) Flexibility (adapting to the needs of learners, wherever and however they need to learn)

2. AIMS OF USING ICT IN THE SCHOOL

The school uses ICT as follows,

- To make a significant contribution to teaching and learning
- To engage and motivate students
- To prepare students for the challenges they will face when they leave school
- To educate students in safe and responsible use of the internet
- To support effective whole-school management (MIS)

Important issues are as follows,

- The National Curriculum sets out the statutory ICT requirements for each subject.
- A key factor in the effective use of ICT in the school is that members of staff have up-to-date skills, realise the benefits of ICT and feel confident when using ICT with students. The school is therefore committed to providing ICT training for staff.
- Great emphasis needs to be placed on the quality of the ICT activities that students engage in as well as their frequency.
- An issue affecting the impact of ICT in school is the availability of computers for classes to use. Maximising the opportunities for the effective use of ICT to take place in all subject areas is a priority.
- There is an effective e-mail system, which encourages internal communication.
- The Government has said that every school should have a VLE (Virtual Learning Environment) by 2008. The school has made this a priority and is collaborating on this with our partnership schools. Many ICT students are already making use of the VLE. Steps are being taken to expand its use to the Maths, Science and History departments.

3. EQUAL OPPORTUNITIES

All students, regardless of race or gender, shall have the opportunity to develop ICT capability.

- The School's SEN department currently have 10 networked workstations in two specialist SEN teaching rooms. Students make use of software such as 'SuccessMaker' and 'WordShark' to develop their literacy/numeracy skill. Students have the opportunity to use these facilities out of ordinary school hours. They may make use of these computers to support their work in all subject areas.
- Students who do not have access to a computer at home may make use of the school's computers either at lunchtime or after school.

4. CURRICULUM ADMINISTRATION

- NQTs and new staff are shown how to use the school's computer network when they join the school. The ICT and Technology department have agreed schemes of work to ensure coverage of the control strand without unnecessary duplication. Learning Leaders/Subject Leaders are responsible for delivery of ICT in their own subjects.



5. PROFESSIONAL DEVELOPMENT

- Specific training has been, and will continue to be, provided for staff as and when it is required.
- Staff can raise their team leaders' awareness of any ICT training needs they have as part of the school's Performance Management Policy. Members of staff may also inform the CPD Co-ordinator of their ICT training needs so that appropriate training can be arranged. There will be a training programme in the Summer Term, offering skills-based training in generic software (e.g. word processing, spreadsheet, CMIS database, Photoshop, ePortal and First Class).

6. TECHNICAL SUPPORT

- The ICT Support team are responsible for providing ICT technical support.
- Issues that arise are dealt with in order although urgent problems are given a high priority.
- We aim to share technical knowledge with staff so that they are able to deal with less serious problems themselves.
- Technical support is available (by prior arrangement) during a lesson if required by the teacher.

7. HARDWARE RESOURCES

- Hardware is purchased with the aim of providing up to date resources to deliver the curriculum and to provide staff with effective administrative tools.
- Equipment needs are identified through staff requests, discussion at Leadership Team meetings with the Strategic ICT Coordinator.
- The school will purchase crucial hardware with a 3 year on site warranty.

8. SOFTWARE RESOURCES

- Software needs are identified through Departmental Development Plans.
- Before its purchase it is important to check that software is appropriate and compatible with the school's computer network. Demonstration/evaluation copies should be used or visits from companies to demonstrate software to check its suitability.
- Departments can bid for software at the start of each new financial year.
- The Network Manager will maintain up-to-date software and remove all old (no longer used) programs.

9. ACCESS TO INFORMATION TECHNOLOGY

- The school has seven main computer rooms and two technology music rooms. There are 14 computers in the Sixth Form area, 8 in the Library, 9 in Technology, 9 in Art and 5 in Careers. Students have access to three supervised computer rooms at lunchtime and one after school.
- Laptops have been allocated to all members of teaching staff which can be used on or off the school site to enhance teaching and learning, especially where interactive whiteboards have been installed. There is wireless connectivity throughout the school and all staff laptops can connect to the network via an encrypted wireless card.
- Many staff also have access to PDAs and NET books which are used for on line registration of pupils.
- The school has interactive whiteboard and projector systems in most teaching rooms.
- Students in Key Stage 3 have 1 hour a week of ICT. Students in KS4 who opt for ICT have either 2.5 hrs or 5 hours a week of ICT depending on the course they follow. KS5 students who opt for ICT all have 4.5 hours per week of ICT.
- A booking system operates so that other subject areas may make use of the computer rooms when they are available or by negotiation with another teacher.
- Students are supervised when they are making use of the school's computers. They are expected to use the computers responsibly and only for schoolwork.
- Student access to the Internet is given subject to students and their parents signing a school agreement relating to responsible use of the network and Internet.
- All students attend the CEOP (Child Exploitation and Online Protection centre) eSafety training programme.
- Students can access their work from home via a link from the school website.



- Selected students are making use of the VLE from home to access learning resources. This will be fully utilised by all students when it has been implemented by all departments.

10. HEALTH & SAFETY

Refer to the school's Health & Safety policy

11. MANAGEMENT INFORMATION SYSTEM

- The school makes use of Serco Learning's Facility CMIS Database Administration software.
- Staff input Assessment and Reporting data using Facility CMIS E Portal.
- New members of staff need to see the strategic ICT co-ordinator or the ICT Support team in the first instance if they require assistance in using Facility E portal.

12. ASSESSING, RECORDING AND REPORTING

- Students' ICT capabilities are assessed as an ongoing process throughout Key Stage 3 by members of staff teaching discrete ICT lessons.
- Staff teaching other subjects should assess students' ICT work in line with their department's assessment policy.

13. MONITORING, EVALUATION AND REVIEW

- The implementation of the ICT policy is monitored through lesson observations, sampling of students' work and through the inspection of subject schemes of work.
- There is an annual review of this policy by the strategic ICT co-ordinator.



Appendix 1

ROLES AND RESPONSIBILITIES

Headteacher

Responsible for strategic development of all aspects of ICT in the school.

Learning Leader of ICT – Strategic ICT co-ordinator

- co-ordination of whole school ICT Strategy
- co-ordination of whole school E-learning resources
- VLE/Learning Platform
- oversee website development
- timetable planning, design and creation
- co-ordinate curriculum with the deputy head
- co-ordination of ICT usage across all National Curriculum subjects
- ensuring appropriate technical support arrangements
- ensuring appropriate staff training
- co-ordination and monitoring of the Key Stage 3, Key Stage 4 and Key Stage 5 ICT

Website Administrator

Develop and maintain the school website with responsibility for collecting, uploading and updating content, checking for quality and accuracy, meeting deadlines to create new content and uploading resources/files to the VLE. Liaise with teaching and administrative staff. to develop and maintain online, up-to-date and relevant curriculum resources for pupils and staff, e.g. intranet web pages etc in order to promote independent learning.

ICT Support

- Maintain an effective help desk for all ICT requests and log all support calls.
- Maintain an inventory of all hardware and software for auditing purposes.
- Ensure smooth and effective running of all the school's ICT facilities for the purpose of Teaching, Learning and Administration.
- To maintain all the school's ICT systems and to provide contingency measures in the case of system failure.
- Perform regular health checks on ICT equipment and carry out essential housekeeping tasks and routine maintenance.
- Liaise with and assist Faculties/Departments in the purchase of software and hardware that is particular to their needs.
- Carry out the installation, configuration and testing of computer software for use by pupils in lessons and staff for administration purposes.
- Repair faulty equipment as necessary.
- Keep abreast of developments in ICT and to support teaching staff in the use of up-to-date technology including laptops, multi-media and interactive whiteboard systems.
- Liaise with outside companies for network support, cabling, electrical supply, benching etc.
- Network planning to meet the school's current and future needs.
- Upgrades to server and workstation operating systems.
- Maintain anti-virus protection for the whole network.
- Manage all laptops and PDAs used for online registration and by staff for teaching and learning.
- Manage users of network and setting of individual access rights.
- Management of internal email system.
- Tracking of warranties, software licences and renewal of maintenance agreements.
- Management of computerised Database Administration System (CMIS) and online reporting system (Eportal), including management of user profiles and access rights.
- Support the training of staff in the use of hardware and software to enable/empower them in their roles of teacher or administrator.



Appendix 2

CURRICULUM ORGANISATION

Key Stage 3 – Students are taught ICT as a discrete subject for 1 hour each week. Students' work is based on the QCA Schemes of Work.

All Years 7, 8 and 9 are creating an e-portfolio to store all IT work. This will provide them with essential skills and capabilities to complete on-line KS3 ICT tests.

Key Stage 4 – Students opt to do GCSE ICT Full Course which is taught in 2.5 hrs/wk. Others may follow the vocational route and study AiDA (single award, 2.5/wk) or CiDA (double award, 5hrs/wk).

Key Stage 5 – Students may opt to follow AS and A2 courses in ICT, Computing or choose the vocational route. All subjects occupy 4.5 hours per week.

All subject areas are responsible for delivering the statutory aspects of ICT included in the Programmes of Study for their subject. This has been as a result of the introduction of new ICT courses in Key Stage 4. Steps are currently being taken to ensure that efficient use is made of the computers available and that opportunities for classes to use computers are not missed.