ICT POLICY

AIMS

- to develop in pupils a knowledge and understanding of the appropriate uses of information communication technology (ICT) with a corresponding ability to apply it sensibly and with confidence as a resource;

- to help pupils recognise the effects which ICT can and will have on themselves, other individuals, organisations and society;

- to encourage the use of ICT as a means to deliver subject content and specific skills.

PREAMBLE

The successful bid for Sports College status will enable the school to invest further in the hardware and software which a school of this size requires to maintain a high standard of education for the twenty-first century. In particular, the school will be setting up a 'Sports Science' room in the new Movement Hall which will incorporate a variety of 'state-of-the-art' new technologies.

The school will invest in a minimum of four networked suites of computer work stations and in a significant number of mobile lap top computers. All staff are issued with a laptop computer. This combination will most efficiently offer staff and pupils a versatile access to the software required for cross-curricular use (word processing, spreadsheets, databases, communication, multi-media CD-ROM resources, and artwork). Internet access will be available through all networked computers, but will be carefully monitored. All staff and pupils will receive a school email account.

The school's work in ICT is centred on four separate but inter-linking areas:

1. The discrete teaching of ICT skills to pupils at Key Stage 3 of the National Curriculum by specialist ICT teachers using networked and computer hardware. ICT lessons will be timetabled for all classes from Year 7 to Year 9 inclusive. This work will be led and managed by the Head of ICT.

2. The integration of ICT skills into subject curricula in both Key Stage 3 and Key Stage 4 subject schemes of work. Following government guidelines, departments will develop ways in which the incorporation of ICT resources, methods and practice will enhance the teaching and learning of subject matter and skills related to work required by their own subjects. This work will be managed by the Heads of Department.

   Heads of Department will be responsible for selecting and managing appropriate software in consultation with the ICT Co-ordinator and

Network Manager; already department heads have made good use of e-learning credits.

> The English department, for example, uses the specialist online British Film Institute website to support work in Media at Key Stage 4, and to develop DTP for assignments at Key Stage 3. The Humanities faculties makes excellent use of software such as the Interactive Bible, and the virtual Medieval Village.

> The Science department wants to expand its use of software that is appropriate for use with an Interactive Whiteboard and is building a bank of resources to share amongst the department; Food Technology work uses Excel spreadsheet to calculate the nutritional values of recipes and other food analysis; the Modern Languages department has begun a wide-ranging revision of resourcing incorporating many texts and materials on CD-ROMs and other ICT packages.

> In ICT, plenaries can be created using the Question Genie software which creates games from lesson objectives and key vocabulary.

Heads of Department will also be encouraging teachers and students to incorporate presentation software into the work of lessons. The school has already invested in a number of Interactive Whiteboards for teaching and learning and will continue to do so as funding allows.

3. The provision of opportunities for independent study using computers will be many. Computer suites will be open at lunchtimes and after school every day, staffed and supervised, and all members of the school from Year 7 to Year 11, as well as teaching and support staff, will be encouraged to make use of the ICT facilities the school can make available. This will include Internet and Intranet access, e-learning packages and a range of appropriate software.

4. ICT will play an increasingly large role in the school's provision of extra-curricular activities. The Learning Resource Centre is a popular venue out of school hours, which will be further encouraged.

OBLIGATIONS REQUIRED BY POLICY

i. <u>The ICT Co-ordinator should</u>:

- co-ordinate the work of teachers in all departments, through liaison with heads of department and/or departmental representatives, so that pupils receive as wide an experience as possible of communication, information handling and retrieval, modelling, and measurement & control;

- manage the ICT lessons on the timetable to provide a sound foundation for ICT work throughout the school;

- ensure that the National Curriculum requirements regarding ICT are met by the school and that there is clear progression in ICT competence within and through the key stages;

- develop appropriate use of ICT technologies which will support and enhance learning across the curriculum, including, for example, the provision and management of a school 'intranet';

- ensure that ICT assessments are made and recorded in Key Stage 3 and that opportunities for assessment of ICT capability are explicit in ICT -related subject tasks throughout the school;

- manage the integration of pupil's home computer use with their school work, especially but not only where these pupils have reached a high level of competence;

- manage the provision of specific INSET for teachers as required.

ii. <u>The Network Manager should:</u>

- manage the day to day running of the school's network and work-stations;

- plan short- and long-term developments of the network resulting from departmental requests;

- support teachers in using computer hardware in lessons;

- maintain the computer hardware throughout the school.

iii. <u>The Governors should:</u>

- recognise that the teaching and application of information communication technology requires expensive, specialist machines, and therefore ensure that the school is as comprehensively provided with ICT equipment as funding allows;

iv. <u>Heads of Department should:</u>

- be 'pro-active' in ensuring that ICT contributes to providing the most effective learning experience for pupils;

- co-operate with the ICT co-ordinator to manage the cross-curricular use and development of ICT skills;

- include in schemes of work appropriate and carefully managed opportunities for pupils to employ ICT capability at KS3 and KS4;

- make specific reference in schemes of work to the ways in which ICT will support teaching and learning, taking into account the specific ICT facilities the school has made available;

- use ICT in the day-to-day running and management of the school's departments, eg in creating set-lists and in word-processing minutes and agendas.

v. <u>Teachers should</u>:

- master and use software appropriate for their subject;

- support the ICT co-ordinator in helping pupils develop their ICT capability when they undertake subject tasks which provide opportunities for using ICT;

The execution of this policy shall be monitored by a committee chaired by the Headteacher.