

# ICTAC Policy (to include Early Years)

Reviewed by PRM: May 2017

Next review: May 2020

## Introduction

It is recognised that developments in technology and the emphasis on electronic networking and communication offer great opportunities. Pupils can enhance their learning, staff can enrich their teaching and all aspects of school life can benefit from the ability to access information.

## Aims

- To ensure that pupils become competent and confident users of Information and Communication Technology, and understand the impact ICT has on society, especially in the context of work and leisure time.
- To develop a whole school approach to ICT to give pupils opportunities to develop and progress their ICT capabilities across all Key Stages.
- All teachers within the school must recognise that they have a part to play in the successful delivery of ICT education. The use of ICT should be fully integrated into the teaching and learning process.
- To create a learning environment in which ICT is used to enhance the quality of learning and teaching throughout the School.
- To provide pupils and teachers with high speed access to the Internet.
- To provide opportunities for staff training to enable continuous improvement in skills and expertise, so that all teachers play a part in the successful delivery of ICT across the curriculum.
- To use ICT in the management of school data and records in ways which make teaching more efficient and effective.
- To expand the use of communication technology when making contact with parents.
- To create an understanding of Internet use so that pupils use it responsibly and efficiently.

## Delivery of ICT Skills and Knowledge

- From the youngest ages pupils are exposed to ICT both as direct lessons in Years 1 & 2, as well as applications embedded within other areas of the curriculum. The purpose of these sessions is to develop the use of technology as a learning tool as well as introducing new skills and processes across a range of devices.
- Within the Junior School pupils are taught both technology use skills on a range of devices as well as developing an ability to use computer coding. Within the programmes of study all aspects of National Curriculum for this subject are covered.
- The Senior School ICT department is responsible for the schemes of work for pupils in Years 7, 8 and 9.
- The curriculum currently includes one 55-minute lesson for pupils in Years 7, 8 and 9, and all departments are actively encouraged and supported in the use of ICT within all year groups.
- Computing is an optional subject at GCSE level.
- Every department is required to develop schemes of work which make the best use of ICT throughout the age range.
- Where subjects have departmental Chromebooks pupils should be taught to use these effectively as a learning resource.
- In planning, teachers should:

- (i) identify where ICT can support the teaching and learning objectives of the lesson
- (ii) identify appropriate opportunities for students to practice and develop their ICT skills.

### **Access to ICT**

- Pupils have access to the computer centre and Sixth Form centre during lunch break and after school.
- The computer centre is supervised at these times by a member of staff.
- Neither food nor drink is allowed in the computer centres.
- The playing of games which are not educational is not permitted.
- Staff have access to PCs and can join the School's laptop scheme.
- There is a suite of computers for staff use in the Common Room.

### **Monitoring & Filtering**

- All internet activity is monitored and vetted via the school's filtering system (Smoothwall) which blocks content from inappropriate websites. In addition, Google Quarantine monitors and vets all email and Google platform activity and blocks inappropriate use.
- Logs of filtered activity are reviewed by the Head of Computer Services on a weekly basis and, where appropriate, he refers the matter to the relevant member of the Senior Leadership Group.

### **ICT Across the Curriculum (ICTAC)**

- The Deputy Head Academic has the role of ICTAC co-ordinator. Termly meetings are held to discuss technological issues across the school; representatives from all phases of the school as well as the Head of Computer Support are part of this committee
- In ICT lessons pupils 'learn about ICT' and develop ICT skills, knowledge and understanding as defined in the KS3 schemes of work.
- In other subjects pupils 'learn with ICT' and 'learn through ICT'. In these lessons ICT is used to enrich and extend understanding of subject areas and to develop their ICT capability.
- It is the role of the Head of ICT to assist teachers in developing the use of ICT in subject lessons. He coordinates the use of ICT to ensure a broad coverage of all the skills area.
- All students have individual e-mail accounts which can be accessed and used in school.
- Technical assistance is available to teachers from the ICT Services department.
- Within departments, banks of teaching and learning resources are established and made available to pupils on the School's Hub.
- The use of ICT should be written into all departmental schemes of work. Consequently, all staff should actively enhance their own ICT capabilities to enable its use within the delivery of their subject. As schemes of work are developed these should be located on the Hub so that pupils can have easy access to resources connected with their learning.
- The school will provide INSET opportunities for all colleagues in ICT usage. All staff (and departments) are encouraged to take responsibility for their own professional development.
- Details of planned lessons involving the use of ICT should be recorded on the electronic Cross-Curricular ICT planner in the Staff Folder on the Staff Shared Area. (An appropriate minimum time allocation for such lessons would be two double lessons per term for core subjects and one double for foundation subjects, subject to the availability of resources.)
- Staff should log the use of ICT by classes, thus providing a record of individual pupils use across all subject areas.

- Staff have individual e-mail accounts. They also have read/write access to subject areas on the school's extranet, which they are encouraged to use for providing information and resources for their pupils.

### **Mobile Devices**

- Pupils are allowed to bring their own mobile devices to use within the classroom with the permission of the classroom teacher. The school does not have an expectation for pupils to bring their own mobile device and they are not listed on school equipment lists. Where pupils do bring a device to school, no specified device is recommended to pupils although the school email system and documents work from Google.
- Where mobile devices are used within the classroom staff should ensure these are being used appropriately at all times. Staff should not expect all pupils to have their own devices, school devices should be booked for lessons reliant on internet access.
- Wi-Fi Access: All mobile devices can connect to the school's Wi-Fi. Although the school system has appropriate filtering procedures to avoid pupils accessing in-appropriate websites (as outlined above), pupils are taught to use the Internet responsibly. Where pupils have access to Apple products it is important that staff are vigilant to pupils accessing inappropriate websites as the school's filtering systems have lower restrictions on Apple products than other devices.