



ICT Policy

1. Introduction

This policy sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology (ICT). It will form the basis for the development of ICT in the school over the next five years. This policy was developed in the winter term of 2014 in conjunction with the vice principal, Mrs. Mulholland and the school's Designated Teacher for Child Protection, Ms. Hughes and subsequently adopted by staff and the Board of Governors.

This policy has been shaped by the current developments in the Educational use of ICT and with particular reference to 'The Empowering Schools Strategy' 2003-2008 and the Becta 'Self-review Framework'. It also makes reference to the schools Assessment and Health & Safety policies.

2. Mission Statement

The management and staff in City of Armagh High School recognise the unique contribution that Information and Communication Technology (ICT) makes to teaching and learning. It is our aim to ensure that our students should be able to use digital and online technologies appropriately, effectively and creatively to acquire knowledge, to practice skills and to develop competencies; as individuals, as contributors to society, as contributors to the economy and as lifelong learners.

This ICT policy will be reviewed on an annual basis.

3. Rationale

In City of Armagh High School we value and seek to develop:

- Young people, who will use technology to achieve independence in their learning, attain high standards, work creatively, and develop broad, transferable competencies for employment and lifelong learning;
- E-confident teachers and support staff, who can effectively deploy education technologies in a range of approaches to teaching, for the benefit of all learners;
- Closer links with the local community especially parents and to build stronger links with the local business community.

4. Aims/Goals

The overall aim for Information and Communication Technology (ICT) is to enrich learning for all pupils and to ensure that teachers develop confidence and competence to use ICT in the effective teaching of their subject. ICT offers opportunities for pupils to:

1. enhance and individualise their educational experience, helping them to enjoy learning, improve their performance and raise standards
2. improve their standards in literacy, numeracy and other areas of study
3. elevate their creativity, developing their digital and visual literacies
4. personalize learning and improve arrangements for assessment for learning, record-keeping and reporting
5. use an appropriate blend of non-technological and online methods of learning, connecting to other learners through online networks
6. develop the skills needed to be economically active in the global knowledge economy
7. blur the boundary between learning in and out of school, extending the partnership between the school, the home and the community.

5. Current Position

Pupils arrive in this school with a variety of 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.

Key Stage 3

Discrete ICT lessons are taught in years 8, 9, 10. In addition ICT is embedded into all subjects in every year group. In Year 10 pupils use the AMMA centre to develop their creative media skills. The ICT Coordinator, in discussion with Heads of Department, will timetable the use of the school resources to ensure this will happen

The revised CCEA accreditation scheme is used to ensure that all students have IT Accreditation by the end of KS3

Key Stage 4

Pupils who chose to study GCSE ICT follow the CCEA full course in Years 11 and 12.

6. Role of the ICT Coordinator

- To provide leadership and direction
- To ensure that the use of ICT is managed and organised to meet school aim and objectives
- To play a key role in school policy development in relation to ICT and teaching and learning
- To liaise with SLT in order to set priorities and targets to improve ICT provision
- To support, guide and motivate colleagues – which may require the provision of training for staff
- To contribute to the monitoring and evaluation process
- To keep up to date with recent developments in ICT and advise colleagues appropriately
- To ensure continuing personal professional development
- To model good practice by integrating ICT effectively into curriculum planning, classroom teaching and the assessment of children's work

7. Equity of Access

All children will have equity of access to the use of ICT across the curriculum. The school will guard against gender stereotyping with encouragement given to both girls and boys to engage in ICT related activities. Children of all ages, ability levels and backgrounds will have equal access to ICT resources.

Pupils who do not have ICT resources at home will not be disadvantaged. Provision is made to permit the use of computers beyond normal school hours.

Each classroom has at least 1 C2k networked computer. Pupils can also access computers through the 3 PC suites that are equipped with between 14 -20 computers/laptops during teacher supervised class time. In the Technology suite there are 5 – 8 computers in each room. In the Home Economics theory room there are 10 computers. The Learning Support Centre has a number of computers for use by children with learning difficulties. There are 6 laptop computers to support our sixth year in the HSC room. Pupils can also access computers in the library that offer internet access and also a library search facility. One PC suite is available to pupils after school in the 'Homework Club' until 4.00pm.

All departments have a number of stand-alone devices e.g. printers/scanners/DVD players for specific subject use.

8. Resources

All classrooms are equipped with Interactive White Boards (IWB) & data projectors. The PC suites, HE room and Technology suite are timetabled for classes throughout the week. Non-timetabled periods can be booked on a weekly basis via booking sheets, that are placed, by the C2k coordinator, in the staffroom every Friday for the following week. All C2k and school owned computers are managed with a suite of core software. Curricular and specialised software can be installed for special use upon department request.

The ICT coordinator also uses a booking system for:

- 20 Headsets
- 2 webcams
- 2 camera/video
- Visualiser

9. Staff CPD

Staff development in ICT is ongoing within the school. It is our aim to raise the level of staff competence and confidence in ICT by:

- Giving teachers and support staff opportunities to attend INSET – to develop their knowledge and use of ICT across the curriculum
- Providing in-service support for teachers and support staff who require assistance in developing particular aspects of ICT skills knowledge and understanding
- Sharing good practice in the use of ICT
- Seeking opportunities for involvement in ICT-based projects within and beyond the school
- Participation in online learning

10. Planning

The development of the use of ICT is ensured at whole-school, year-group and individual class level.

Planning at Whole-School Level

- The Principal/SLT/ICT Coordinator/All Staff consult on how ICT is incorporated into the School Development Plan
- An ICT Action Plan is drawn up annually by the ICT coordinator in consultation with the SLT

Planning at Department and Class Levels

- ICT is embedded into Schemes of Work/Yearly Planners
- ICT is integrated into topic planners taking account of progression
- Departments meet to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning

11. Assessment, Recording and Reporting

Pupil's use of ICT is assessed and recorded by the classroom teacher using the following approaches:

- Formative assessment methods – observing and questioning during classroom activities
- The pupil's achievements may be recorded by the teacher completing a check list of skills, knowledge and understanding
- Summative assessment methods – in collecting samples of pupils work using ICT
- At the end of KS3 pupils work will be formally assessed using CCEA Accreditation Scheme

Reporting

- Nominated teachers/departments will report on a pupil's progress
- By informal discussion during parent interviews
- By a formal comment regarding ICT competence on the pupil's report

12. Provision for Pupils with Special Education Needs

It is important to recognize the potential of ICT to help address a pupil's individual learning needs. ICT is used to enhance the learning experiences of pupils with special educational needs within the school

- Where appropriate specialist hardware equipment will be made available to meet pupil's needs
- Where appropriate specific software is used to assist learning
- Where appropriate, teacher developed resources are used to assist learning

Teachers will familiarise themselves with the variety of graded levels within frequently used software in order to provide differentiation and cater for pupils with special educational needs within their classrooms.

Where pupils with special needs are working in withdrawal groups they will have access to appropriate ICT resources.

The use of ICT to provide challenge for gifted and talented pupils is also explored.

13. ICT in the Home and in the Community

An increasing number of pupils have access to computers in the home or through their out-of-school activities.

In keeping with the school homework policy pupils will be encouraged to make use of home computers and ICT resources available through such places as After School Clubs, Libraries and Youth Clubs.

Where appropriate pupils will be given opportunities to make use of ICT resources to:

- Carry out research to support classroom work, projects etc
- To complete work begun in school
- To carry out or present a homework task

As indicated to our approach to equity of access, pupils who do not have ICT resources at home should not be disadvantaged. To seek to facilitate this, provision is made to permit the use of computers beyond normal school hours through 'homework clubs'.

14. Health and Safety

- Each classroom has rules for safe use of the computer – discussed with children and displayed in room
- In all classrooms considerations is given to health and safety in the location and positioning of equipment.

15. Monitoring and Implementation

The HOD's will ensure that ICT is incorporated into department schemes of work.

16. Acceptable Use

Procedures which will ensure safe and secure on-line Internet access for pupils are contained in the Acceptable Use Policy document. This outlines the terms and conditions for pupil access to the Internet. Unacceptable use may lead to the withdrawal of access and further disciplinary action.

Before permission to access the school network and the Internet is granted, pupils must sign the acceptable user agreement. In addition, parents or guardians will be asked to countersign pupil agreements to confirm their support for the procedures, practices and standards expected by the school.

17. Procedures for dealing with inappropriate use

Although communication via the Internet will be filtered, access to unsuitable material may still be possible. Where this happens accidentally the following action to reduce the risk of repetition will be implemented

- 1) The staff involved must record details of the circumstances and inform the C2K Coordinator
- 2) The C2K coordinator must:
 - review filtering
 - request appropriate adjustment to the filter policy
 - notify the education department if appropriate

Where deliberate and malicious inappropriate use of the intranet or Internet is suspected the matter will be reported immediately to the E- Safety Coordinator where appropriate. The following actions will be taken:

- review procedures to prevent further repetition and to ensure the safety of pupils
- make security copies of any files or logs to the incident
- initiate a formal investigation and consider referral to the formal disciplinary procedures.

The E- Safety Coordinator will maintain a record of all instances of significant misuse of the Internet.

Reviewed June 2016