

# KINGSDOWN SECONDARY SCHOOL

## ICT POLICY

*"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. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT 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 (in the broadest sense of the word) electronically.

ICT is a tool for learning and the key for raising standards in numeracy and literacy. Pupils use these tools to communicate and handle information and present it in a variety of ways. They learn to control a variety of electronic devices and develop an understanding of the use of control in everyday life. They use computer models to explore and test the answers to questions.

### **AIMS**

*The overall aim for Information and Communication Technology 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*

- to enable all children to use ICT with purpose and enjoyment
- to enable all children to develop the necessary skills to exploit ICT
- to enable all children to become autonomous users of ICT
- to enable all children to evaluate the benefits of ICT and its impact on society
- to meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement
- to create the atmosphere and levels of resource to encourage all members of the school community to learn with ICT.
- to develop their ICT capability and understand the importance of information and how to select and prepare it.
- to develop their skills in using hardware and software so as to enable them to manipulate information.
- to develop their ability to apply ICT capability and ICT to support their use of language and communication.

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- to explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- to develop good Health and Safety attitudes and practice."

### **THE SCHOOL 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.

ICT lessons are taught in all years. In addition, ICT capability is delivered within subjects in every year group boost cross-curricula ICT activities. The teacher ICT in charge of ICT, in discussion with other teachers, will timetable the use of the school resources to ensure this will happen.

Individual machines in classrooms support the development of ICT capability by enabling further development of tasks from the ICT room; encourage research and allow for the creative use of ICT in subjects. This is highlighted in the ICT plan and in subject plans.

Individual QCA units are used to form the basic medium term plans on which are highlighted: health and safety, Key Skills etc. Adaptations are made to ensure the plan is progressive in developing pupil capability.

Using ICT Information and Presentation

Models: rules and investigations

Data: designing structure etc.

Processing text and images

Control: Input, process and output

Cross-curricular ICT through English, Maths, Geography, RE, science PSHE and other subjects.

They also develop skills in word processing, databases (data handling), spreadsheet and modeling, Desktop publishing, use of Presentation software (PowerPoint), internet and emailing and other graphic tools.

In Key Stage3 students follow ICT project, this has been designed using the ICT national curriculum units.

### **Year 10 and 11 GCSE ICT**

All pupils study GCSE ICT short course, Key skills ICT or entry level ICT depending on the individual ability. In year 10 students begin developing their portfolio work using different software. They also use ICT facilities to do their work in other subjects. Students will have the opportunity to work with past examination papers.

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### **Curriculum Enhancement**

Through the scheme the school promotes pupils' spiritual, moral, social and cultural development, key skills and other aspects and the general teaching requirements: use of language, and health and safety."

### **Inclusion (Equal opportunities)**

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. Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate. When children work in groups care will be taken to ensure that all children are active and have equal access to the computer keyboard.

Efforts are made to ensure that text created at home can be transferred to a classroom computer once a teacher has been notified.

The school recognises the advantages of the use of ICT by children with special educational needs and since our school is a special need every effort is made to equip our system to meet their needs.

Staff should structure their teaching materials to match a learning difficulty. If the situation arises, the school will endeavour to buy appropriate resources to suit the specific needs of the child."

### **Recording, Assessing and reporting**

As the class teacher works through the scheme of work they will record progress against the short-focused tasks where appropriate and assess the children's progress in the integrated task. This assessment will be used to support teaching and learning. Assessment will be based on some and further in line with QCA recommendations.

Some evidence is to be kept. This may include a description of the context and an explanation of how the pupils completed the task. Photographs, discussion, saved work and printouts (if any were produced) of differing pupils work. This will be known as a Portfolio of Exemplar Assessments and will accompany the children throughout their time at the school. It will be based on the advice on the national curriculum action site.

ICT work will be marked in line with the school policy on marking.

For reporting purposes, a level of each pupil's ICT capability will be given. This will be based on the attainment target level descriptions.

### **Health and Safety/Security**

Children are encouraged to close computers down and prepare them for use. They have chairs of the correct height, eyes level with the top of the monitor screen, and are encouraged to sit comfortably and use both hands for the keyboard. Further guidance is available in the school's

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health and safety policy.

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. The school also has a 'Responsible Use of The Internet Policy' document.

Portable equipment will be checked annually and computers three-yearly under the Electricity at Work Regulation 1989

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.

### **Copyright and licensing**

All software loaded on school computer systems must have been agreed with the person in charge of ICT. Personal software of children and staff should not be loaded on the school system unless permission has been granted. We respect intellectual ownership of software.

“Copyright, Design and Patents Act (1988)

The Act protects a wide range of work... written and computer based.

- Includes:
  - Copying Software;
  - Copying or Downloading music;
  - Copying images or photographs from the Web;
  - Copying text from web pages.