



HIGHSHORE SCHOOL

ICT Policy

Aims and Purposes:

- To enhance teaching and learning in all areas of the curriculum through the use of ICT
- To develop the ability to select appropriate ICT tools for a given task, and to develop pupils' confidence in the use of ICT and computers generally.
- To develop specific skills relating to ICT/ computing.
- To provide opportunities for access to computers for those students who do not have a computer at home, and to allow access to a wealth of electronic resources on the internet.
- To encourage closer co-operation and sharing amongst pupils, thus developing social skills.
- To develop creativity through the use of software and.
- To encourage the development of decision making.
- To encourage pupils' investigative skills.
- To encourage the development of skills required in problem solving.
- To increase motivation for learning.
- To enable pupils to take a greater responsibility for their own learning.
- To ensure that teachers are competent in the use of ICT/ computers to promote pupil achievement in their subject area and in the management of their teaching.
- To continue to develop the use of ICT to monitor student performance and progress in order to support target setting and evaluation.
- To enhance home access to school based learning mediums such as Education City and Purple Mash.

Curriculum Content:

The planning of ICT/ computing within the school is based on the headings within the programmes of study for the National Curriculum for Computing. For grouping knowledge, skills and understanding, the three distinct areas for study are:-

Computer science. Information technology. Digital literacy.

Computer science.

Pupils will learn about:-

- Programming of robots, computer packages and networks. Designing and debugging through games, animation, quizzes and web design.

Information technology.

Pupils will learn how to:-

- Communicate ideas through the use of digital content. Creating images, manipulating images, audio and film recording, web 2.0 tools.

Digital literacy

Pupils will learn:-

- Digital Citizenship through e-safety collaboration. Pupils will learn about internet use, confidentiality and copyright, information sharing and cloud technology.

Teaching and Learning Styles:

- ICT is taught as a discreet subject in groups of 8-9 maximum in Key Stages 3, 4 and 5. The work is differentiated and planned according to the P-levels and National Curriculum levels of the pupils in within their specific group.
- Groups within Key stages 3, 4 and 5 which are not entered for Functional Skills exams follow the "Switched On Computing" schemes of work.
- The levels they work on are tailored to suit the needs and abilities of the individual group.
- It is expected that from the 2014/15 the year 7 groups will follow the whole programme through from level 1 thus reaching strong attainment levels by the end of their school careers.
- Problem solving tasks using a variety of software including Microsoft Office and Publisher
- Investigative experimental work
- Practical activities using ICT resources including hardware (laptops and PCs, switches and cause and effect technologies) and various software
- Some pupils are entered for exams depending on their abilities. The exams we currently enter pupils for are the Certificate of Educational Achievement (Entry Level) Functional Skills at Entry Level (WJEC)
- Teaching is clear, purposeful, efficient and structured. Expectations are high and based upon the National curriculum for Computing.

Monitoring and Assessment:

Assessment of ICT/ computing is carried out as follows:-

- A clear self-assessment form is completed by pupils at the end of each half-term.
- Teacher assessment is ongoing and pupils achieve badges related to the work they have achieved in each area of study respectively.
- ICT/ computing work is continually being assessed as teachers and staff assist and mark work and give students verbal feedback.
- Pupils in Key Stage 4 and 5 taking the Certificate of Educational Achievement in ICT are assessed through external functional skills examinations.
- Samples of work are constantly celebrated and displayed in the ICT learning area through annotated photos and video.

E-safety:

- The school has a full e-safety policy which is also quoted in other policy documents such the safeguarding, anti-bullying and behaviour policies.
- E-safety is also taught as a theme in the discreet ICT lessons as well as being an important part of every ICT lesson.

Equal Opportunities;

ICT at Highshore should support and promote the aim to provide equal opportunities to all pupils within the school. In planning and teaching the National Curriculum the aim is to have regard to the following principles that are essential to develop a more inclusive curriculum:-

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- When planning ICT across the curriculum teachers should take account of the racial and cultural diversity of the pupils and this should be reflected in the choice of software and materials.
- In planning ICT the differentiation in pupils' learning abilities need to be carefully addressed
- All pupils, no matter what their special need, should have access to ICT and in some cases teachers need to be aware that a different input device to the computer, other than the keyboard or a mouse, may be needed.
- Teachers should ensure that girls have equal access to the ICT equipment as much as boys. Care must be taken that boys do not 'dominate' ICT sessions and girls be allowed to take a 'passive' role. It may sometimes be necessary for girls only to work together on the computer and teachers need to be aware of this.

Cross-curricular Links:

In accordance with national strategies for English and Numeracy aspects of both have been incorporated into the ICT curriculum and staff are aware of this when writing their medium term plans.

ICT provides opportunities to promote:-

- Spiritual development - through helping pupils to discuss how the limitations of ICT make us more aware of what makes us human and helping pupils to recognise their own, and others' creativity and imaginations
- Moral development – through considering some of the ethical issues surrounding the misuse of information and appreciating the need for greater responsibility in its use
- Social development – through considering how ICT can facilitate communication and the sharing of information and discussing how ICT affects ways of life and ways of working
- Cultural development – through learning about other cultures through information on the internet and discussing how ICT connects local, national and international communities
- Communication – through reading and selecting from a range of sources, writing and refining texts in different styles and for different purposes, communication both face-to-face and by email, and discussing and reflecting on their own and others' work
- Application of number – through working with quantitative data and mathematical models
- IT – through the programme and study for ICT
- Working with others – through discussing and reflecting on their own and others' work and working with others via email and the internet
- Improving own learning and performance – through reviewing, modifying and evaluating their work as it progresses
- Problem solving – using ICT to develop solutions to practical and computational problems through designing programmes, testing and debugging them.

Extra-curricular activities:

- The school runs discreet ICT clubs at lunch-time and a comprehensive after school programme of which ICT is one of many clubs.

Health and Safety:

Risk assessments are in place for ICT.

The site manager holds risk assessment documentation. All computer equipment undergoes visual inspection every lesson and more detailed inspection as required. 13 amp plugs and sockets that conform to British Standards supply all power. PAT testing of all equipment is carried out on a set schedule. Laptops are set up to meet the requirements of the Health and Safety Regulations (1992). The Network Manager ensures that Health and Safety standards are met. Back up procedures ensure that data can be retrieved if lost or damaged. Pupils are required to adhere to standard ways of working at all times.

Subject: ICT

Subject Leader : Mike Barrett

Date : May 2015

Date ratified by governors :

June 9th 2015

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