

# Acklam Grange School

A Specialist College of  
Maths and Computing

2009/10

## INFORMATION, COMMUNICATION TECHNOLOGY POLICY



# ACKLAM GRANGE SCHOOL INFORMATION AND COMMUNICATION TECHNOLOGY POLICY

## INTRODUCTION

### College Aims

Acklam Grange School, a specialist college for mathematics and computing, seeks to be valued by its community through its continuous pursuit of high expectations and achievements in all aspects of school life. The broad aims, extracted from the document “Aims and Objectives of Acklam Grange School”, are summarised as:

**“To inspire, encourage and enable every student to achieve maximum potential, intellectually, emotionally, aesthetically, morally, spiritually, physically, vocationally, technologically and socially.”**

We believe this context is enriched and enhanced by our designation and commitment as a specialist college for mathematics and computing. This has allowed us to develop towards being a centre of excellence for Mathematics and Information and Communication Technology through which we have raised standards across the whole curriculum and supported the needs of our community. Our specialist status has allowed us to accelerate the agenda for workforce reform to support pupil learning.

Individual pupil entitlement and access to a broad, balanced and relevant curriculum, high quality teaching, a broad range of learning experiences, effective assessment and evaluation procedures and our commitment to “Every Child Matters” are central to our improvement strategies.

This policy document sets out the school's aims, principles and strategies for the delivery of Information and Communication Technology.

We interpret the term 'information and 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.

# **SPECIALIST COLLEGE MISSION STATEMENT**

## **Acklam Grange Mathematics and Computing College**

### **“Learning is our business”**

A centre of excellence for Mathematics and Information Communications Technology serving the needs of the whole community

This will be achieved by:

- Raising standards of attainment of all students of all abilities through inclusive education strategies
- Creating a rich mathematical and computing curriculum related to the real world of business and enterprise.
- Using innovative practice in teaching and learning to raise standards of achievement throughout the school.
- Focussing on the necessary Mathematical and ICT skills required for employment in the 21<sup>st</sup> Century.
- Developing and sharing good practice both locally and nationally.
- Being active partners in a learning society with our local family of schools and the community by sharing resources.
- Fostering an ethos that promotes a commitment to independent and lifelong learning for all members of the community.
- Creating an important and useful facility for both the community and for local industry and commerce.
- Developing innovative practice in the delivery of mathematics, computing/ICT and associated subjects, which will provide models of excellence both within the school and across our community.
- Raising the post-16 participation rate in the specialist subjects areas, and providing young people with the skills needed to progress into employment, further training or higher education according to their individual abilities, aptitudes and ambitions.
- Participating in Initial Teacher Training and Graduate Training Programmes to help produce skilled and well-equipped teachers for the future.

The realisation of this mission will be enhanced through our development and performance as a Specialist Mathematics and Computing College. This status will raise standards of achievement in the mathematics and computing subjects for all of our pupils across the ability range and, by using innovative practice in Teaching and Learning, will lead to whole school improvement in performance.

## **The significance of Information and Communication Technology**

- 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.

## **Aims and Objectives**

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.

Information and communication technology provision will provide opportunities for pupils to:

- Participate in a rapidly changing world where work and leisure activities are increasingly transformed by access to varied and developing technology.
- Develop initiative, creativity and independent learning skills.
- Make informed judgements about when and where to use ICT to its best effect.
- Develop the skills necessary to be able to use and manipulate information in a discriminating and effective way.
- Find, explore, analyse, exchange and present information.
- Learn how to use ICT to gain access to ideas and experiences from a wide range of people, communities and cultures.
- Consider its implications for home and work, both now and in the future.
- Develop their ability to apply ICT capability and ICT to support their use of language and communication.
- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.
- Develop good Health and Safety attitudes and practice.

## **School Development Priorities**

### **Reference: School Development Plan 2009-2010**

The school development plan identifies our priorities for the development of ICT at whole school and curricular level. This plan is updated at the end of each academic year following the school monitoring, review and evaluation cycle.

## Curriculum Organisation

Our pupils arrive with variable ICT experiences as the primary school systems and software used are often different. We aim to build upon and support pupil prior achievements and entitlement through our curricular provision.

### Key Stage 2

- In line with our specialist college plan, specialist ICT teachers are deployed to support our primary partner school, on a timetable basis. This enhances transition, supports primary school ICT provision, informs on prior attainment and achievement and allows Y6 pupils to gain confidence through working with our teachers on a regular basis.

### Key Stages 3 and 4

#### KS3

**Year 7**                    **4% Curriculum Time**

**Year 8**                    **8% Curriculum Time**

**Year 9**                    **4% Curriculum Time (8% from September 2010)**

#### KS4

**Year 10 Options**        **GCSE Applied ICT**

**OCR National Awards/Certificates ICT**

**(from September 2010 GCSE Applied ICT will be replaced with the new GCSE ICT-double award)**

**Year 11 Options**        **GCSE Applied ICT**

**OCR National Awards/Certificates ICT**

In KS3 and KS4 all departments are encouraged, and supported where necessary, to use ICT (they either book a set of laptops or a classroom with desktop computers, the CLC may also be booked if available). Provision of ICT is mapped against the ICT National Curriculum requirements. Please refer to the separate document for details of the use of ICT across the curriculum.

Throughout KS3 all pupils study ICT. As a planned move to increase curriculum time for ICT within KS3 in 2009-2010, ICT curriculum time in Y8 has doubled from 4% to 8%. From September 2010, Year 9 will also increase from 4% to 8%. In addition, where appropriate, ICT features strongly within the Year 7 Curriculum Enhancement (PSYCHEE) Day, which is scheduled on Fridays of Week 2 (10% of curriculum time). Through this programme 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.

Throughout KS4, ICT is taught in Options or across the curriculum. Please refer to the separate document for numbers of pupils taking ICT as an option subject. From September 2010, all Year 10 pupils will study Core ICT for 2% of curriculum time. This will be extended to Year 11 from September 2011, thereby ensuring that all Key Stage 4 pupils cover their National Curriculum entitlement in ICT.

The increase in ICT provision at both Key Stages has required a commitment from the Governing Body to support an increase in ICT staffing:

2009-2010        +0.2 staff

2010-2011        +1.0 staff

As well as the ICT Department, KS3 ICT is currently taught by three teachers from the Business Studies Department and one from the Technology Department. This will reduce in 2010-2011.

Acklam Grange School has been heavily involved in the development of the IT Diploma offer in Middlesbrough. This is scheduled to run from September 2011. Please refer to details in the separate document.

ICT is organised in the school through working within the scheme of work which is based on the National Curriculum programmes of study.

## Curriculum Management Responsibilities

### 1. Curriculum structure, delivery and assessment

- **The Deputy Head (Curriculum)** co-ordinates through working with the Deputy Head (Pupil Progress), Head of ICT, Heads of Department and outside agencies, e.g. LA advisers.

### 2. Development of ICT resources and initiatives

- **The Director of Specialist College** co-ordinates the development of ICT resources and initiatives across the curriculum through working with the ICT Resources Manager, Head of ICT, Heads of Department and outside agencies, e.g. LA advisers .

### 3. ICT Safety Policy

- **The Director of Specialist College** co-ordinates the development of ICT Safety Policy.
- **The ICT Resources Manager** implements the day to day strategies, protocols and monitoring.

### 4. ICT Management Information Systems (MIS) and Procurement

- **MIS**  
**The Director of Resources** co-ordinates the school use of MIS with support from the ICT Resources Manager.
- **Procurement**  
**The Director of Resources** co-ordinates purchase of all ICT equipment through liaison with the Director of Specialist College, the ICT Resources Manager and subject leaders.
- A full inventory of software used in school is maintained by the ICT Resources Manager.
- A full inventory of hardware used in school is maintained by the ICT Resources Manager.
- All school procurement is subject to the principles of Best Value to ensure Value for Money is achieved in every aspect of school life.

## Access to ICT

- The pupil to computer ratio is 3.0:1
- The school is piloting and implementing a new VLE (Kaleidos), in 2009-2010, in preparation for the move into the new school in September 2010.
- All pupils and staff have access to the VLE and email accounts for communication and work storage.
- The school has a whole school computer network which utilises both hardwired and wireless systems to provide 100% ICT coverage throughout the school.
- Provision includes specialist ICT rooms, small group and project ICT areas in curriculum areas and school-wide access to laptops.
- All teaching rooms have interactive whiteboards. There is an extensive range of other ICT related devices available including; tablets, netbooks, DS Lites, Ipods, voting devices etc as well as media, visual and audio equipment.
- All teaching staff and key support staff have laptops to aid their preparation.
- The school also gains significant benefits from host usage of the Middlesbrough City Learning Centre which we host and manage on behalf of the Middlesbrough Secondary Improvement Partnership.
- Access, deployment, maintenance and repair of equipment is managed by an ICT Resources Manager who has a team of three other ICT technicians.
- There is ICT access to pupils outside of lessons in all curriculum areas and in the School Resource Centre/Library. All areas are supervised and computers are monitored electronically for appropriate use and safety.
- Pupils also have access to the VLE from home. Pupils and parents also have access to Conquer Maths, (a commercial software which was developed with our support).

## Inclusion

- **All pupils, regardless of race or gender, will have the opportunity to develop ICT capability. To ensure that they meet the full range of pupils' needs the teacher should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.**

*When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those with diverse linguistic backgrounds.*

- **The school will promote equal opportunities for computer usage and fairness of distribution of ICT resources.**

*Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.*

- **Teachers should take specific action to respond to pupils' diverse needs by:**

- *Creating effective learning environments.*
- *Securing their motivation and concentration.*
- *Providing equality of opportunity through teaching approaches.*
- *Using appropriate assessment approaches (to be decided).*
- *Setting targets for learning.*

- **To overcome any potential barriers to learning in ICT, some pupils may require:**

- *Help to compensate for difficulties in processing large amounts of visual information at speed by providing access to selected materials.*
- *Support and strategies to help them interrogate and develop information presented in text and tables.*

- **Children with a computer at home are encouraged to use it for educational benefit and parents are offered advice about what is appropriate.**

- **The school will monitor the level of access to computers in the home environment to ensure no pupils are unduly disadvantaged.**

- **The school recognises the advantages of the use of ICT by children with special educational needs. Using ICT can:**

- *address children's individual needs*
- *increase access to the curriculum*
- *enhance language skills*

- **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.**

- **To encourage pupils to apply their learning at home Acklam Grange has a VLE (virtual learning environment - Kaleidos) which will be updated regularly by designated teachers. This VLE is also used alongside the curriculum within school and will enable pupils to revise, catch up on missed work, practice exams and undertake research.**

## **Health and Safety**

The health and safety of all members of our school community is our most important responsibility and priority. The use of ICT and new technologies demands particular consideration in order to comply with a range of health and safety regulations.

### **Fire and Emergency Evacuation**

All pupils and school staff are made aware of the fire and evacuation procedures for the school at the start of each school year.

A copy of the evacuation route and location of fire extinguishers is displayed in all classrooms.

Notified and un-notified practice evacuations take place to reinforce and test the procedures.

### **Electrical Safety**

Portable equipment is checked annually and computers three-yearly under the Electricity at Work Regulation.

### **Working Conditions**

The Health and Safety at Work Act, 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. Staff can access free eye tests under the LA's 'Display Screen Equipment' regulations.

### **Security**

Each computer system has individual security against access to the management system.

The files and network system are backed up regularly.

The filters and virus checker systems are updated regularly.

The school has an alarm system installed throughout. All ICT equipment in the school is insured with the LA for theft and accidental damage. The ICT equipment inventory forms the basis of this insurance policy.

## The Safe Use of New Technologies

- E-safety is part of, and incorporated into our overall safeguarding policy.
- E-safety is the responsibility of everyone within our school.
- Every member of the school community is aware of the policies and procedures for e-safety.
- All staff are regularly updated on the safety procedures and updates which are developed.

This is done through staff inset, the use of ICT champions, whole staff briefings and the staff bulletin.

- Pupils are provided with clear protocols for the safe use of new technologies and what to do if they encounter problems or threats. This is supported by themed work in PSHE (PSYCHEE) and through a themed enrichment day for all Year 7 pupils at the start of their first term.
- Pupils are encouraged to report incidents of safety which occur outside of school.
- Parents are provided with the Acceptable Use Policy, annually. This policy is in line with the Northern Grid Acceptable Use Policy.
- The school monitors safe usage through real-time surveillance.

In the event of an E-safety incident:

- If a breach of Acklam Grange School and Northern Grids AUP (acceptable use policy) has occurred the escalation process will be followed as outlined below;
- Data Secured.
- Incident recorded.
- Materials analysed by E-Safety officer only.
- If required incident reported to Head teacher.

(In the event of Head teacher absence the incident will be reported to one of the three deputy head teachers.)

**The designated e-safety officer is Mr Mike Johnson, ICT Resources Manager.**

**Any incidents or concerns about E-Safety in the classroom can be raised with the E-Safety officer.**

## Copyright and licensing

- All software must be used in strict accordance with the licence agreement.
- Personal software should not be installed on school computers.
- The school will respect the intellectual ownership of software.  
(Refer to Copyright Designs and Patents Act 1988 and 1991 European software Directive)

## Policy Monitoring and review

Monitoring and review is carried out by the headteacher and the key SLT in the following ways:

- Informal discussion with staff and pupils
- Classroom observation of teaching and learning
- Work scrutiny
- Evaluation of pupil outcomes
- Annual management review cycles with subject leader
- Discussion with the Specialist College Management Group
- Major policy review every three years