

## ICT Policy 2015

### **Aims**

- 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.
- To encourage personalised learning by developing students as autonomous learners through the use of ICT and through the use of specific learning systems.
- To provide opportunities for access to computers for those students who do not have a computer at home.
- To ease the transition from KS2 to KS3, through the use of on-line materials.
- To develop the use of communication software to support students working at home or during non-contact time.
- To develop the school web site so that students and parents can access learning resources and work areas from home.
- To develop creativity through the use of imaging software.
- To ensure that teachers are confident and competent in the use of ICT to promote student 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 continue to develop hardware and software facilities to support our commitment to highly effective teaching and learning through the use of ICT.

### **Curriculum Organisation**

#### **KS3**

All students at KS3 receive 1 hour per week of discrete ICT. All curriculum areas use ICT to enhance the learning of students and this is written into SoWs.

#### **KS4**

All students at KS4 receive 2 hours per week of discrete ICT. They are entered for Unit 1. Subject leaders are responsible for the use of ICT to enhance teaching and learning at KS4.

### **Teaching and Learning**

Teachers are encouraged to base all lessons at KS3 on the KS3 strategy. Students experience a range of teaching and learning styles. Lessons offer students the scope to use their initiative and to develop the capacity for independent work. Teaching is clear, purposeful, efficient and structured. Expectations are high and based upon benchmark data. The application of ICT to teaching and learning is monitored and evaluated through lesson observation, work sampling, analysis of value added achievement, questionnaires and through the departmental monitoring process.

### **Inclusion**

The SEN policy addresses the use of ICT to enhance the learning of students with special educational needs. ICT SoWs are written to ensure that all students develop ICT capability in line with their ability level. The use of generic software and the use of standard applications support achievement in students with special educational needs. SEN (Special educational Needs) students are able to use ICT to support their learning. Provision for gifted and talented students can be found in the ICT SoWs. On-line learning systems enable gifted and talented students to make progress independently.

### **Whole School Assessment**

ICT is used to record baseline data and to support the setting and monitoring of progress towards end of KS targets this is done as part of baseline assessments. ICT is used to evaluate achievement at the end of each KS.

### **Health and Safety**

The site manager holds risk assessment documentation. All computer equipment undergoes visual inspection every day 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. Workstations 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. Students are required to adhere to standard ways of working at all times.

### **Legislation, Copyright and Data Protection**

All software in the school is appropriately licensed and the Network Manager maintains a record of all licensing agreements, together with a log of which machines run which applications. All data is secure within the server. Users have various levels of access, according to their role within the school. Users do not have access to data, which is not relevant to their role. Data is stored and used according to the Data Protection Act (1988).

### **Internet Safety**

Access to the Internet from any work station within the school is through a firewall, which is in turn remotely monitored by NetNanny More refined monitoring is carried out at a local level through the IT software, which enables the Network Manager to block unsatisfactory sites from user access, including chat rooms. Email is similarly monitored.

Dangers associated with the Internet are addressed within the ICT SoW and through the PSHE programme. The Police Community Support Officer addresses the issue of cyber bullying with all Year 9-11 students through PSHE lessons.

### **Monitoring the Use of the Network**

The use of the network is achieved through 'NetNanny' software, located on the server. The Network Manager is able to track the usage of individuals, workstations,



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printers and software. Relevant information is passed to the ICT Co-ordinators to inform future planning.

### **Resources**

The ratio of computers to students is approximately 1:2.