

Bishop Barrington School

ICT Department Policy

“The increasing use of technology in all aspects of society makes confident, creative and productive use of ICT an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society”.

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Key Aims

- To ensure that all students have a broad and balanced Information Communication Technology curriculum.
- To encourage students to gather, store, process and present information through activities in a variety of ways.
- To encourage students to become independent and autonomous users of ICT.
- To provide a stimulating environment for the raising of standards and progression.
- To encourage students to develop an understanding of the wider applications and effects of Information Communications Technology.
- To ensure that Information Communication Technology is both enjoyable and interesting.

Objectives

- Develop an awareness of computer and hardware and software.
- Provide an ICT curriculum that delivers the National Curriculum in each key stage together with vocational education when appropriate.
- Provide an ICT curriculum that relates ICT in lessons to the wider applications and effects of ICT in everyday life.
- Choose learning experiences that build upon previous work and students' present knowledge and understanding.
- Provide specific opportunities for students to take on responsibility for their own learning by encouraging the development of research, practical and investigative skills.
- Provide opportunities for students to use ICT independently and show awareness of how ICT improves efficiency and supports new ways of working.
- Provide opportunities for students to consider the social, legal, ethical and moral issues, and security needs for data that surround the increasing use of this continually expanding technology.

ICT in the curriculum

All subject areas within the curriculum have a requirement to incorporate ICT into their Schemes of Work. Each Departmental Head, details those elements of their programme of study and the units of work from their particular Scheme of Work they are to cover. This is carried out on a yearly basis and monitored by the Head of Subject and Audited by the Subject Leader for ICT. Those departments currently not using ICT within their subject area liaise with the Subject Leader for ICT to arrange suitable short subject based tasks that the ICT Department can include in their Schemes of Work when reviewing them at the end of each academic year (see appendix – ICT Audit 2008).

Access to ICT Rooms

The school operates an on-line booking system, whereby each member of staff can book an ICT room to deliver ICT in their subject area. Training for staff on the use of ICT equipment is identified and co-ordinated by the (SLICT) Senior Leader in charge of ICT across the school.

Years 7, 8 & 9 (Key Stage 3 – ICT Lessons)

Pupils are taught mainly in their form groups for Year 7 three, 60 minute lessons per fortnight, Year 8, two, 60 minute lessons per fortnight and Year 9, four 60 minute lessons per fortnight throughout the school year. The groups are mixed ability and number from 22-28 students. Students are taught in four networked ICT rooms with interactive whiteboards, air conditioning and Internet access. Each student has their own computer.

The new National Curriculum framework for ICT is used as a basic core for the schemes of work. The schemes of work for ICT and other departments should refer to the four main strands of the ICT curriculum:-

1. Finding Information

Students should be able to:

- Consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used. Students are able to collect, retrieve and consider information and data from a variety of sources e.g. people, books, Internet, databases, multimedia CD ROMs, videos and TV.
- Use and refine search methods to obtain information that is well matched to purpose, by selecting different and appropriate sources. Use of the Internet to search for specific information, be able to store information in a variety of forms e.g. in a prepared database
- Collect and enter quantitative and qualitative information, checking its accuracy. Students collect data gathered in a survey and analyse results. Test information results in spreadsheets.
- Analyse and evaluate information, judging its value, accuracy, plausibility and bias. Students need to be aware that the results may be affected by the use of inaccurate data or careless data entry.

2. Developing Ideas

Pupils should be able to

- Select and use ICT tools and techniques appropriately, safely and efficiently. Students are able to use computers and software programmes to test predictions, discover patterns/relationships, problems solving, modelling and controlling events.
- Solve problems by developing, exploring and structuring information, and deriving new information for a particular purpose. Students solve problems in modelling to simulate events, they are able to use text, tables and images and sound to develop their own ideas.
- Test predictions and discover patterns and relationships, exploring, evaluating and developing models by changing their rules and values. Students explore possibilities by answering "What if...?" questions, they alter variables and formulae and use graphical information to predict, test and evaluate situations.
- Design information systems and suggest improvements to existing systems. Students design and create databases for a specific purpose.
- Use ICT to make things happen and to plan, text and modify a sequence of instructions recognising where a group of instructions need repeating and automating frequently used processes by constructing efficient procedures that are fit for purpose. Students use control software and web design software to create and modify instructions and HTML coding.
- Bring together, draft, and refine information, including through the combination of text, sound and image. Students use appropriate software such as presentation, website, spreadsheet, database and desk top publishing software which they can draft, refine and consider content suitable for audience and purpose.

3. Communicating Information

Students should be able to:

- Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content. Students use and select from a range of software programmes to suit need and content.
- Communicate and share information effectively, safely and responsibly. Students communicate by use of e-mail, use presentation and others appropriate software, they adhere to and use safe working practices within their day to day use of ICT e.g. keeping themselves safe, keeping work secure, managing file and folders.
- Use technical terms appropriately and correctly. Students use key term vocabulary within each unit of work.

4. Evaluating

Pupils should be able to:

- Review, modify and evaluate work as it progresses, reflecting critically and using feedback. Students use questionnaires, self, teacher and peer evaluations to reflect on work produced.
- Reflect on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work. They give their views about other students work and use feedback to improve and develop their own ideas further.
- Reflect on what they have learnt and use these insights to improve future work. Students are given opportunities to judge the quality of their work and also to consider how effectively they have used ICT. (see appendix – Curriculum Guides for Key Stage 3)

The Subject Leader for ICT will monitor, evaluate and review the Schemes of Work and Teaching and Learning styles, and software used on a yearly basis with the members of the department. This is to ensure that work is sufficiently challenging, meets the needs of all individuals, exam board requirements and provides a balance between teacher directed and self-directed work. Software used is of educational value and industry standard to enhance and develop skills for later life. Teaching and Learning styles follow the school's AFL guidelines and are monitored and evaluated by the HOD/SMT by lesson observations, lesson plans and Schemes of Work.

Homework at KS3

Homework is regarded as an integral part of the curriculum, and is given, as and when appropriate, for the topics covered. Homework booklets are issued for many topics covered throughout Key Stage 3. No student is disadvantaged for not having a PC at home, so homework will usually be paper based to reinforce a topic, or research based to collect information for a forthcoming lesson. (see Appendix - ICT Homework Policy)

APP (Assessing Pupil's Progress) – Key Stage 3

Each student is given their end of Key Stage 3 target when they enter Bishop Barrington School and their progress is mapped against this target. Each teacher maintains a class record of each student's progress in ICT. This record is tracked against the assessment criteria for ICT on the departmental APP tracking system. (see Appendix Example APP - KS3 - Year 7). Student's progress and attitude to learning is also recorded on the school SIMS (Schools Information Management System).

Assessment of students ICT capability is recorded on the APP tracking system at various times throughout the academic year, it details work they have produced and is split into three levels of attainment (AF1, AF2, AF2). Students are given before the assessment an end of unit assessment sheet which details work which needs to be produced and levels which can be achieved. At the end of each unit of work students are involved in their own learning by reviewing their completed work and

by making improvements based on the success criteria. Teachers will mark the work according to the PEN (Praise, Error and Next Steps) method of marking (see appendix – APP Assessment Sheet)

At the end of the year an APP assessment judgment will be made about a student's level of ICT capability using the 'best fit' model against the level descriptors and the work produced and levels achieved all year.

Also, the new Personal Learning and Thinking Skills (PLTS), SEAL and Functional Skills have started to be integrated into the curriculum and SOW. These are in line with school and government initiatives. (See Appendix - example KS3 lesson plan, Log Books)

Each child keeps a portfolio of their work, which will show progress made on each unit of work and throughout the different strands of ICT capability. The Subject Leader for ICT will be responsible for collecting a school portfolio of work, which will then be internally moderated by staff to ensure consistency in their judgements about levels of attainment.

Attainment and attitude to learning are reported twice a year to parents through reports, parents' evenings and levels and grades achieved at particular times a year. The department follows the Whole School Assessment Policy and reporting to parents is outlined in yearly handbooks to parents. The department also follows the school's SLT/Department Calendar for reviewing students' progress.

ICT Clubs and Intervention – Key Stage 3

Every day there is a Homework Club in the Study Centre where students can go to do homework using ICT equipment given in all subjects and this facility is for all year groups. In addition to this ICT Subject Teachers offer ICT Clubs in their own classrooms at lunchtimes where students can come to complete or enhance work completed in lessons, paying particular attention to the presentation of their work.

Students who fall behind with their work in lessons in all Key Stage 3 year groups will be offered subject support by an ICT Subject Teacher, this is to help those students who feel less confident in their use of ICT, and is provided to help them complete work and to achieve their potential in ICT. A timetable will be published at the start of each school year which will identify staff and the support offered.

Years 10 and 11 (Key Stage 4 – ICT Lessons)

Students continue to develop ICT skills taught at KS3 level by studying Edexcel, BTEC First Diploma/Certificate in ICT for Practitioners - Level 2. For the Certificate students there will be 4, 1hr lessons per fortnight to achieve 2 GCSE's. This course consists of 2 full and 2 half modules of portfolio work, which are internally moderated and externally assessed. Diploma students get 9, 1 hr lessons per fortnight throughout the two year programme of study for GCSE. This curriculum time is needed to achieve 4 GCSE's. This course consists of 5 full units of work and 2 half units work which are all portfolio based, internally and externally assessed.

Alternatively, students will study OCR Nationals in ICT this qualification is worth 2 GCSE's and is mainly aimed at our more vocational students. There are 9, 1 hour lessons per fortnight throughout the two year programme. The course consists of 3 full units of work which are all portfolio based, internally and externally assessed.

Homework at Key Stage 4

Homework is ongoing at GCSE and students are expected to use their own time to keep to portfolio hand-in deadlines for both BTEC. Teachers offer subject support sessions on various days after school. Students are also encouraged to buy USB memory sticks (data travellers) from school, so they can transfer their work from school to their home computer and vice versa. The school also offers Remote Access to students from our school website, where students can access their work

area from home if they have a computer connected to the internet. They can also use the e-mail system to transfer from home to school.

Recording, Assessment and Reporting – Key Stage 4

Each student is given a Silver and Gold Target for achievement in ICT at the end of Key Stage 4 and their progress is mapped against this target throughout the course using the departmental tracking system for the course (see appendix-Key Stage 4 BTEC Tracking Sheet). For every unit of work delivered each student will receive a project brief which is mapped against assessment criteria, an assessment feedback sheet which contains an interim deadline and a completion date for that unit of work. These help the students plan to meet deadlines. They also receive for each unit a tracking sheet which they complete themselves to keep track on their own progress and map work produced against the criteria given for each unit of work.

Teachers will use the student tracking sheet and interim guidelines to track each individual student's progress (using the red, amber, green departmental tracking system-see example in appendix), this is to ensure that students who fall behind with their work, or need additional help are monitored and intervention strategies are put in place before the deadline of the unit and more importantly before the end of the course.

The students submit their work strictly to the deadline given. When the subject teacher has marked that unit of work, the students have two weeks in their own time in which to complete any outstanding work or improve work further to achieve a higher grade.

The work produced is internally moderated by ICT teachers and the Subject Leader for ICT and cross-checked by the Internal Verifier to ensure that National Standards are maintained throughout the course. All GCSE work is also Externally Moderated.

Attainment and attitude to learning are reported twice a year to parents through reports, parents' evenings and levels and grades achieved at particular times a year. The department follows the Whole School Assessment Policy and reporting to parents is outlined in yearly handbooks to parents. The department also follows the school's SLT/Department Calendar for reviewing students' progress.

Parents will be contacted by a member of the ICT Department, either by letter or telephone call, if their child is falling behind with their work and strategies will be put in place to help that child/children achieve their potential.

Subject Support at Key Stage 4

Each teacher offers subject support either at lunchtime and some evenings after school. A timetable will be published at the start of each school year which will identify staff and the support offered. (Appendix – Timetable for Subject Support 2009) In addition, students in Year 11 all get Mentors that help them organise their time and workload to meet the demands of all subjects chosen at GCSE.

Inclusion

All children should have equal access to ICT in order to develop their personal ICT capability. We ensure that ICT activities are fully inclusive for all children regardless of gender, disability, ethnicity, social class or educational need by:-

- All groupings are mixed ability therefore it is important that the departmental Schemes of Work are written to incorporate differentiation to cater for mixed ability lessons and are pitched at the appropriate level.
- Checking CD-ROMs, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.
- Using SEN/MAT school guideline information to assess children's specific needs and to provide specialist help (Use of TA, Appointed teacher for SEN, Appointed teacher for MAT).

- Being aware that some children do not have computers at home and to ensure there are times when these children can have alternative access to equipments (Lunchtime Club, Intervention Strategies)
- Ensuring good role models amongst staff of ICT usage
- Ensuring that there is a balance in the activities provided to encourage collaborative work as well as competitive activities to suite different learning styles.

The ICT Department believes that ICT provides a key medium for developing literacy and numeracy skills (see Appendix – Supporting Literacy and Numeracy Policy).

SEN (ICT)

In Key stage 4 there are a number of students following the BTEC course who require in-class support. Unfortunately the demands of BTEC especially in this subject can be too high. Therefore, as an alternative a more vocational course will be offered to cater for those student needs. The department is offering an OCR – Level 2 course for those students, who will have more lessons allocated in which to complete the demands of the course. In some cases additional help will be provided by a Teaching Assistant.

Teaching and Learning Styles

Teachers are expected to employ a range of strategies and to use their professional judgement to decide on the most appropriate teaching and learning styles. These will include:-

- Using the computer or whiteboard to demonstrate to a group of students or the whole class
- Leading a group or class discussion on the benefits and limitations of ICT
- Planned individual or paired work at the computers, giving support through the provision of worksheets
- Ensuring collaborative group work
- Using students to demonstrate or to teach others a skill
- Planning groups to ensure all students are equally active and involved in the task
- Planning activities to allow for different levels of achievement by students or to incorporate possibilities for extension work
- Supporting and intervening where appropriate to reinforce an idea or teach a new point
- Creating displays of ICT generated work
- Using ICT games as starters or plenaries

Climate for Learning - Gold Classroom

Lessons need to be conducted in a calm atmosphere where mutual respect and trust thrives – this atmosphere is conducive to students demonstrating a new technique to teachers and to ‘take chances’ with their work without fear of ridicule or feelings of failure. Students demonstrating a lack of respect for teachers, or each other are dealt with in accordance with the ICT Behaviour Policy and the School’s Discipline Policy (see Appendix - ICT Behaviour Policy). To actively involve students in their learning will help foster independent thinking and inform planning which is crucial if they are to exploit the ICT facilities to the maximum.

The ICT department identifies the need for constant opportunities for students to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

Health and Safety

Health and Safety is a primary concern and the department support the school's Health and Safety Policy. Students are taught about Health and Safety issues when using ICT when they enter the school and every lesson the ICT teacher will reinforce the Health and Safety requirements when using ICT rooms. It should be recognised that computers are connected to mains electricity and there is a

potential hazard. Monitors contain very high voltages and therefore must not be dismantled. There is a general rule in all ICT suites that no food or drink is allowed. No student will use VDU screens for more than a maximum of two hours without a break. Chairs used by students offer height adjustments and can swivel so students can change their positions easily.

Use of the Internet, E-mail and E-Safety

The use of the Internet, E-mail and E-Safety is embedded within the schemes of work and the Internet is used on a daily basis as a research and learning tool. The school has Internet, E-mail policies and E-Safety policies which set out guidelines to protect staff and students when using these tools. Students are protected from being directed to unauthorised websites by the use of school security software, whereby the website is blocked. These policies are documented in the Whole School ICT Policy and acceptable user policies are sent out to parents and staff by the network manager. Parents will also receive E-Safety Guides and other relevant information once a year from the school regarding the importance of safe guarding children when using ICT tools.

Displays of Work

A selection of student's work is displayed on classroom display boards. These are changed on a regular basis. Students at both Key Stages are shown exemplar work at various levels, strands of the curriculum and of various abilities to help them improve their own work.

Monitoring and Review

There is an annual review of this policy by the Subject Leader for ICT and the SLICT member of the SMT responsible for ICT Whole School. Next Review date is summer 2008.

Appendix

- ICT Audit - Cross Curricular Use
- Curriculum Guides for Key Stage 3
- Departmental Tracking Sheet for KS3
- APP Assessment Sheet KS3
- ICT Homework Policy
- ICT Policy – Literacy and Numeracy
- PLTS/Functional Skills/SEAL - Example Lesson Plan, Log Books
- BTEC Student Tracking Sheet Example
- BTEC Assessment Sheet Example
- Departmental Tracking Sheet KS4 – (Red, Amber, Green)
- Departmental Tracking Sheet KS4 – Whole Cohort
- KS4 Subject Support Timetable 2009
- ICT Behaviour Policy
- E-Safety Policy/Parental Guides to E-Safety
- E-Safety Assemblies - KS4