



CAVENDISH  
EDUCATION

Trinity School and College



## Information and Communication Technology Policy

*Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.*

*This policy promotes Article 2: non-discrimination; Article 16: the right to privacy; Article 17: the right to reliable information from a variety of sources, and to be protected from harmful material.*

### **Policy Statement**

Information and Communications Technology is a rapidly evolving subject in which constant advances in computers and control technology demand ever changing skills and knowledge from both users and teachers alike.

Computers are now part of everyday life and it is inevitable that they will become even more important in the future as the human and computer symbiotic relationship develops further.

The policy of this school is to provide staff and students and with the opportunity to develop their skills, knowledge and understanding in ICT as part of an integrated and balanced curriculum.

## **Aims**

- To enable all staff and students to use ICT as a tool to support their learning.
- To ensure access and availability of ICT equipment for all staff and students.
- That student learning in all curriculum areas is enhanced and enriched.
- To sustain and develop the ICT facilities to meet the current needs and expectations of the school

## **Curriculum Development and Organisation**

- To highlight ICT as a functional subject across the curriculum
- To ensure that all learners have access to ICT to support their learning
- To ensure we meet the demands of cross curricular ICT
- To ensure we meet the demands of accreditation programmes for ICT and other curriculum areas such as ASDAN Certificate of Personal Effectiveness, Employability, Wider Key Skills and NCFE Occupational Studies.
- To continue to develop frameworks, workbooks and resources that are up to date and relevant to current technology

## **Teaching and Learning Approaches**

Students develop their ICT skills and knowledge by practical experience supported by skill based demonstration. Students should be encouraged to experiment, not be afraid to make mistakes and to learn from them. As such the teaching and learning approach adopted by teachers should provide ample practical opportunities for students to develop as autonomous and confident users of ICT.

In delivering ICT, a range of strategies can be employed. These should include

- Discussion as to the appropriateness of an ICT solution to the task.
- Individual and collaborative tasks.
- Talking through and presenting ideas.
- Alternative tasks for the more and less able.
- Group work.
- Appropriate use of resources.
- Recognition of the open nature of much of the software.
- Time for reflection – checking work to identify problems and excellence.
- Positive language and encouragement.
- A structured reward policy that falls in line with the whole school policy.
- Children's work is valued throughout the school. Display and presentation of computer work reflects this value.

## **Entitlement / Equal Opportunities**

All students are to be able to access and utilise ICT to assist their learning. Full provision is to be available to assist students with identified needs to access ICT, and other subjects through the use of ICT.

## **Inclusion**

- Customised desktop setting for students with an identified need
- Laptops to be used by all Key Stage 4 and 5 students and earlier, by students with an identified need, at the request of a teacher
- Additional computer room access available for the gifted and talented students to develop ICT skills in a range of areas
- Differentiation of ICT based work and tasks to be identified in frameworks
- Review student's individual needs in terms of access and provision as and when needed.

## **Management Information**

- The ICT policy to be reviewed by the Head of Mathematics and ICT who then makes recommendations to the Executive Headteacher, who hold ultimate responsibility for ICT provision.
- An audit of ICT resources both hardware and software to be performed annually by the Head of Mathematics and ICT.
- An audit of Staff ICT skills is to be performed annually by a Head of Mathematics and ICT.
- The Head of Mathematics and ICT may make recommendations to the Executive Headteacher concerning the purchase/acquisition of new hardware and software.
- The Head of Mathematics and ICT is to review ICT resources, policy and to report findings and make strategy recommendations to the Executive Headteacher and Directors who hold ultimate responsibility for ICT provision.

## **Staff Development**

- The Executive Headteacher organises internal training through Trinity Training where necessary, identified within Performance Appraisal or at the request of the senior management team.
- Members of staff are invited to identify external ICT courses which meet their CPD needs. This request is then taken to the Executive Headteacher for allocation of funding.
- The Assistant Headteacher (Mathematics, ICT and Welfare) and the ICT Specialist Teacher are assigned to take care of ICT provision and are required

to seek training and/or advice on new hardware or software to ensure basic competency.

- All serving teachers are trained to functional skills level 2 where they are competent at using IT as a tool to support their teaching and student learning.

### **Assessment**

- Assessment in ICT work in Key Stage 3, 4 and 5 takes the form of formative and summative assessments which are recorded within a portfolio of Functional Skills in ICT.
- At the end of each module all students will be assessed and advised of their level of achievement. Students will be given targets to improve their work, and the opportunity to do so, and have their assessment updated.
- At the end of each module time is provided for reflection in order that students can identify their own strengths and weaknesses and learn from each other. Students may be able to contribute to the setting of own success criteria.
- Progress, as evidenced in the students' ICT folder/electronic portfolio, is assessed formally each year and a level is awarded in line with functional skills ICT and the ITQ Portfolio/Specification learning outcomes.
- Students are encouraged to assess their own level of work in a structured way with the use of Plan, Do and Review ASDAN documentation (PDRs). Information is given to allow each student to identify what must be achieved in order to progress to the next level of achievement.
- Time is provided after each project for reflection in order that children can identify their own strengths and weaknesses and learn from each other.

### **Roles and Responsibilities**

**Assistant Headteacher (Welfare, Mathematics and ICT) and ICT teachers (NMI, PMo) will**

- see to the day to day running of the school's ICT system and make recommendations as appropriate. Assist staff as and when needed on an ad hoc basis.
- ensure that ICT elements of functional skills Computing and ITQ Skills are delivered according to Specifications.
- reports faults with ICT hardware using the school's procedure for reporting problems. Ensure health and safety, email and internet guidelines are reinforced and followed.

- organise own work as the ICT Technician and work alongside Cavendish Education to ensure that ICT support is available to staff and students.

### **Head of Education KS1,2,3**

- is responsible for ICT curriculum across respective Key Stages [1,2,3]

### **Trinity Administration and Personnel Manager**

- Records all training given

### **Executive Headteacher and Directors**

- Whole school ICT strategic planning, ICT administration network including the school's information management system

### **Monitoring and Review**

- The Executive Headteacher will liaise with Heads of Key Stages (Head of Education, (KS1,2 and 3); Assistant Headteacher (KS4); Assistant Headteacher (College Curriculum)) to seek evidence to ensure that curriculum subjects are meeting the statutory requirements for ICT within their subjects.
- The IQA process will ensure that the Frameworks make reference to ICT within the documentation
- The annual strategic ICT action plan is to be reviewed, and where necessary, updated annually by the Directors (see attached document appendix 1)
- ICT Roles and Responsibilities are to be reviewed yearly and discussed in performance management discussions.
- Performance management discussions will be conducted on a yearly cycle.
- ICT observations to be developed in order to evidence use of ICT to improve independent learning targets.

### **Home School Links**

Home School Links are to be promoted and reinforced wherever possible through the use of ICT.

Friends of Trinity School and College Closed Group Facebook account exists and allows Newsletter information to be posted.

### **Appropriate legislation, including copyright and data protection**

It is the responsibility of the student or member of staff to ensure that legislation is adhered to. The Executive Headteacher is to ensure that adequate information is provided to staff, either through training opportunities or display material.

Students are educated about the Data Protection Act, Copyright Act and Computer

Misuse Act in curriculum lessons in a way they can understand. It is the responsibility of the Assistant Headteacher (Welfare, Mathematics and ICT) to ensure that such training takes place for staff and students.

### **Effective and efficient deployment of ICT resources**

The Directors are responsible for the deployment of ICT resources. This will be done in such a way as to maximise the opportunities for both students and staff to access ICT to support curriculum learning and the efficient running of the school.

### **Networks and Email**

- Acceptable use form to be signed by all students
- ICT code of conduct to be signed by all staff
- All staff and students to have own email address

### **E-mail guidelines**

The following are some general guidelines for using e-mail:

A code of conduct:

- Re-read your messages twice before sending
- Avoid expressing strong feelings of disagreement in public forums (use an individual's private mail box)
- Be careful about copyrights and licenses
- Ask permission before forwarding or copying other people's messages
- Avoid sexist or racist language
- Avoid using all upper case letters
- If the message is very important, controversial or open to misunderstanding, consider a face to face discussion or a telephone conversation instead

## **Student Access to the Internet and Electronic Mail Policy**

The school encourages use by students of the rich information resources available on the Internet, together with the development of appropriate skills to analyse and evaluate such resources. These skills will be fundamental in the society our students will be entering.

On-line services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, teaching and library materials could usually be carefully chosen. All such materials would be chosen to be consistent with national policies, supporting and enriching the curriculum while taking into account the varied teaching needs, learning styles, abilities and developmental levels of the students. Internet access, because it may lead to any publicly available site in the world, will open classrooms to electronic information resources which have not been selected by teachers as appropriate for use by students.

Electronic information research skills are now fundamental to preparation of citizens and future employees during the coming Information age. The school expects that staff will begin to investigate possibilities and blend use of such information as appropriate within the curriculum and that staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the Head Teacher for advice on content, training and appropriate teaching levels consistent with the school's ICT programme of study.

Independent student use of telecommunications and electronic information resources is not allowed. Students are expected to hand all such devices to the class teacher at the start of the school day. Any such devices found in the possession of students during the school day will be confiscated and returned at the end of the day. If students persist in bringing such devices into school the confiscation may be extended until the end of week or the end of term,

Access to on-line resources will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The school believes that the benefits to students from access to information resources and increased opportunities for collaboration exceed the disadvantages, but ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Parents are responsible for ensuring that parental controls are in place on all laptops that are brought into school for working purposes. They will be required to sign a form stating that such controls have been put in place. To that end, the school supports and respects each family's right to decide whether or not to apply for independent access.

In order to match electronic resources as closely as possible to the national and school curriculum, teachers need to review and evaluate resources in order to offer "home pages" and menus of materials that are appropriate to the age range and ability of the

group being taught. Staff will provide appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies. All students will be informed by staff of their rights and responsibilities as users, before their first use, either as an individual user or as a member of a class or group.

Students may pursue electronic research independent of staff supervision only if they have been granted parental permission and have submitted all required forms. Permission is not transferable and may not be shared.

### **School Rules**

The school has developed a set of guidelines for Internet use by students. These rules will be made available to all students, and kept under constant review.

All members of staff are responsible for explaining the rules and their implications. All members of staff need to be aware of possible misuses of on-line access and their responsibilities towards students.

### **Health and safety, including an acceptable use policy for internet safety**

- Students will only have access to the Internet in years 7 –11 when a permission letter is signed by parents/guardians
- Sixth formers will sign an acceptable Internet use form before having access to the Internet
- Students Internet access will only be removed if abuse of Internet is found (not for any other reason)
- Appropriate use posters to be displayed in all rooms where the Internet is available

### **STAFF**

The computer system is owned by the school and is made available to staff to enhance their professional activities including teaching, research, administration and management. The school's Internet Access Policy has been drawn up to protect all parties - the students, the staff and the school.

The school reserves the right to examine or delete any files that may be held on its computer system or to monitor any Internet sites visited.

- All Internet activity should be appropriate to staff professional activity or the

student's education;

- Access should only be made via the authorised account and password, which should not be made available to any other person;
- Activity that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems, is forbidden;
- Users are responsible for all e-mail sent and for contacts made that may result in e-mail being received;
- Use for personal financial gain, gambling, political purposes or advertising is forbidden;
- Copyright of materials must be respected;
- Posting anonymous messages and forwarding chain letters is forbidden;
- As e-mail can be forwarded or inadvertently be sent to the wrong person, the same professional levels of language and content should be applied as for letters or other media;
- Use of the network to access inappropriate materials such as pornographic, racist or offensive material is forbidden.

## **STUDENTS**

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us be fair to others.

- I will only access the system with my own login and password, which I will keep secret; I will not access other people's files;
- I will only use the computers for school work and homework;
- I will not bring in removable storage devices from outside school unless I have been given permission;
- I will ask permission from a member of staff before using the Internet; I will only e-mail people I know, or my teacher has approved;
- The messages I send will be polite and responsible; I will not give my home address or telephone number, or arrange to meet someone, unless my parent, carer or teacher has given permission;
- I will report any unpleasant material or messages sent to me. I understand my report would be confidential and would help protect other students and myself;
- I understand that the school may check my computer files and may monitor the Internet sites I visit.

## **Student guidelines for Internet use**

### **General**

- Students are responsible for good behaviour on the Internet just as they are in a classroom or a school corridor. General school rules apply.
- The Internet is provided for students to conduct research and communicate with others. Parents' permission is required. Remember that access is a privilege,

not a right and that access requires responsibility.

- Individual users of the Internet are responsible for their behaviour and communications over the network. It is presumed that users will comply with school standards and will honour the agreements they have signed.
- Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or disks would always be private.
- During school, teachers will guide students toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

### **The following are not permitted:**

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting or attacking others electronically or otherwise
4. Damaging computers, computer systems or computer networks
5. Violating copyright laws
6. Plagiarism
7. Using others' passwords
8. Trespassing in others' folders, work or files
9. Intentionally wasting limited resources

### **Sanctions**

1. Violations of the above rules will result in a temporary or permanent ban on Internet use.
2. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
3. When applicable, police or local authorities may be involved.

Thomas Furnell, Head of College and ICT



Elizabeth Baines, Executive Headteacher

**Reviewed by January 2020**  
**Review September 2020**

## Appendix 1

### Strategic and Action Plan for ICT 2018/19 Evaluation and Monitoring Target by July 2019

<b>Objective</b>	<b>Target</b>	<b>Responsibility</b>	<b>Evaluation</b>
<b>To improve access to ICT for all learners</b>	<i>To increase laptops and ipads in line with student numbers</i>	EBA TFU	<i>Impact of access on learning</i>
<b>To improve access to ICT for staff</b>	<i>To ensure that all staff have training on access the documentation on the intranet</i>	TFU PMO	<i>Faster access and internet support</i>
	<i>To provide Functional ICT training opportunities for all staff</i>	TFU PMO	<i>Improved use of ICT to support teaching and learning</i>