

ST. JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

ST JOHN LLOYD
CATHOLIC SCHOOL



ICT Policy

School Mission Statement

Learning and Growing Together in Christ

“As a Catholic School we aim to develop a Christian Community which believes in and affirms the dignity and value of the individual and encourages its members to develop their potential in terms of knowledge, understanding, spiritual, moral, cultural and physical awareness”.

Approved by Governors: 30th November 2016
Reviewed: 10th December 2020

Background

This information document sets out the aims, principles and strategies for the delivery of digital literacy at St. John Lloyd.

The aim of the policy is to outline how digital literacy can be used to support the core tasks of raising standards by enhancing teaching and learning and improving the administration processes that support school life.

The School uses the SIMS Information Management System.

The contents of this information document formalise many of the developments that have taken place over the last few years whilst also providing a framework within which further improvements will be achieved in the future.

Key Roles and Responsibilities

The delivery of digital literacy/ICT and the production of programmes of study is primarily the responsibility of the Head of ICT. Other non-specialist teachers might be required to assist with the delivery of digital literacy/ICT lessons at Key Stage 3 depending on the annual intake and the number of teaching groups required. The Network Manager has overall responsibility for the day-to-day management of the ICT rooms, school networked infrastructure, ICT hardware and software. The Assistant Headteacher is responsible for overseeing the implementation of the policy across the school and acts as the digital literacy/ICT link member for the ICT co-ordinator.

Curriculum Delivery and Organisation

Children arrive at St. John Lloyd with variable ICT experiences. These prior achievements are viewed as an advantage and the delivery of digital literacy aims to build on them to support teaching and learning and thus raise standards across the curriculum.

Pupils in year 7 receive one hour of ICT per fortnight and years 8 and 9 receive one hour per week. These pupils follow a well-structured programme of study that reflects the National Curriculum specifications. The ICT curriculum is creative and flexible which ensures pupils are effectively engaged in their learning, that they have the opportunity to use ICT in a variety of different ways. ICT is established as a popular option subject at Key Stage 4. Pupils are taught two and a half hours per week and currently follow the WJEC mainstream syllabus.

Transition

The Head of ICT has set up a Digital Portfolio using Microsoft One Note which will allow main feeder schools to share information about pupils' prior achievements and learning needs. Evaluation of the Digital Portfolio will allow teaching to be taught at the right level ensuring work is appropriately challenging. Increasing use of Hwb in feeder primary schools provides the school with first-hand evidence of pupils' work.

Cross-Curricular Contribution to ICT

As with the other skills, all departmental programmes of study must make specific reference to where digital literacy is deployed in lessons. Other departments have successfully taken up the invitation from the ICT department to assist the delivery of digital literacy in subject specific contexts. All departments are encouraged to make suggestions as to how the ICT department could enhance the learning of pupils by making increased references to their own curriculum areas. By adopting this practice further and increasing relevance for pupils, overall learning experiences will improve. All departments should include work produced using ICT in their departmental portfolios and/or class displays.

Access to Learning Resources

The main ICT room has 32-networked PC's with the smaller suite housing 30. In addition to these, there is a bank of 20 laptop machines in the Design area of the Technology department which are also used for a CAD course at Key Stage 4. All teaching rooms and the library have at least one networked PC. All staff has access to a laptop computer. There are digital projectors in all subject areas of the school. Some of these projectors are used with the interactive whiteboards in Science, Maths, Geography, ICT, RE, English and Technology. Teachers wishing to make use of these facilities can do so via heads of department.

Staff should also be sensitive to the fact that some pupils do not have access to ICT facilities at home and where possible assist with providing access to resources during the school day. Lunchtime and after school I-club will also provide opportunities for pupils to access ICT facilities.

All staff and pupils also have access to one of the 50 iPads in the school, which are connected to the schools WI-FI.

ICT Inventory

An inventory of all ICT equipment and the serial numbers is kept with Mrs G Austin and updated on an annual basis.

e-Safety and Acceptable Use of ICT Policy

The school has a separate and complimentary e-Safety and Acceptable Use of ICT Policy which works in conjunction with this document to ensure safe use of ICT facilities by pupils and staff. The school is actively engaging with the 360 degree safe framework. The E-safety group meets once a term and consists of the Head of ICT/ICT co-ordinator, Network Manager, Safe guarding officer, school governor member of Senior Management team.

New pupils are issued with a letter regarding the safe use of the Internet facilities which parents are required to sign. Specific rules relating to the use of the school network by pupils can be found in the staff and ICT rooms. Pupils must not make use of the Internet unless under the supervision of a member of staff. Pupils wishing to make use of computers during break and/or lunchtime in class rooms/ICT room must

also be supervised. Pupils should be encouraged to use the computers in the library in the first instance. The ICT room must be kept locked when not in use.

ICT and ALN

The school recognises the advantages of the use of ICT by children with ALN. Using ICT with such pupils helps to address their individual learning needs – whether they be pupils with learning difficulties or those who are more gifted and talented. The ALN department have 5 dedicated laptops which are exclusively used with the ALN department. Pupils are supported through the use of software such as Success Maker, maths watch and pixel maths app. Accelerated Reader is still available and is used by support teachers.

Assessment, Recording and Reporting

The school uses ICT to produce information for parents including End of Year and Interim Reports. This system, facilitated by the support of the administrative staff, ensures that parents receive clear information regarding their child’s performance and has reduced the need for staff to collate and print reports.

ICT also plays a significant role in the input and manipulation of data including the setting of targets and predicted grades to support learning and raise standards. Departments are expected to effectively use data such as CAT scores, DEWi data, Ffynnon data information as a means of identifying underachievement and information, this allows teaching and support strategies to help pupils to achieve their full potential.

Staff Roles and Responsibilities

The schools Governing Body, through the Headteacher, is responsible for ensuring there is an ICT Policy and Development Strategy in Place.

The SLT Member in charge of ICT development is responsible for:

- Ensuring the ICT coordinator is line managed and supported;
- Monitoring training and support for staff to improve the use of ICT across the whole curriculum;
- Monitoring and tracking pupils’ skills between phases.

ICT Coordinator is responsible for:

- Ensuring that there is an ICT policy in place and it is implemented;
- Reviewing and updating the ICT policy with the ICT coordinator and Network Manager;
- Raising standards in the use of ICT across the curriculum;
- Leading and supporting the work carried out by the ICT PLC to encourage innovation and effective use of ICT to support learning;
- Identify and mapping ICT skills across the curriculum;
- Monitor and evaluate the opportunities provide to learners to develop their ICT skills in meaningful contexts;
- Researching current developments in ICT education and act as a promoter of ICT based learning strategies across whole school;

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- Ensuring the school is at the forefront of developments related to HWB;
- Working closely with Network Manager to further develop ICT resources across the school.

Subject Leaders are responsible for:

- Liaising with the ICT Coordinator to develop appropriate subject based resources;
- Ensuring subject based ICT resources are appropriately budgeted for;
- Promoting, through effective Departmental Development Planning, the use of ICT as an accepted and effective means of teaching and learning within their subject;
- Ensuring that class teachers use ICT effectively in their subject;
- Preparing to meet the requirements of the Digital Competence Framework;
- Developing their own capability to support teaching and learning.

Class teachers are responsible for:

- Developing their students’ ICT capability in accordance with school policy, subject programmes of Study and the requirements of the National Curriculum;
- Ensuring that each student has equality of access to ICT resources;
- Ensuring that equipment is used safely and responsibly. Damaged or faulty equipment should be reported immediately to the Head of Subject who should, in turn, inform the ICT Helpdesk;
- Monitoring and evaluating students’ experiences;
- Developing their own capacity to support their teaching and students’ learning.
- Ensuring, where appropriate, the active participation of classroom assistants in ICT based learning.

Extra Curricula Activities

To ensure all pupils have equal access to ICT resources the school offers extra access to ICT facilities outside of timetabled lessons through the “iSchool” initiative lead by an assistant headteacher.

Health and Safety

Health and safety is an integral component of pupils’ learning in ICT. Pupils and staff are made aware of health and safety issues relating to the use of ICT. We ensure that our equipment is given an annual electrical check by the LA electrical testing officer. In addition, all staff should be vigilant of faulty ICT based equipment in their care and report any concerns to the ICT Helpdesk.

Copyright and Data Protection

We ensure that we have licences for all our software. We will not re-publish any scanned or digitised images without checking copyright. We follow the

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Carmarthenshire guidelines regarding data protection, for example in the case of transferring student data or publishing images of students.

Computer Security and Virus Protection

We strive to make equipment readily available and yet secure. All feasible equipment is security marked and all computers are virus protected.

Upgrading and Replacement of Equipment

The school has a planned programme of replacement and upgrading of ICT facilities which is outlined in the School Development Plan. This aims to ensure that the ICT facilities are fit for the core purposes of supporting teaching and learning and enabling pupils to gain and enhance their ICT skills as well as supporting the effective management of the School.

Maintenance

Staff should report technical problems to the network manager Mr N Evans via the school ICT booking system, giving as much information as possible. Staff should ensure that pupils use the computer equipment in their classrooms with care in order to avoid unnecessary damage.

Recent Changes

A recent digital learning platform has been introduced to enhance the use of the ICT facilities and encourage the learning of digital competence.

Monitoring and Review

This updated document reflects the changing demands on staff and pupils in the use of ICT at St. John Lloyd School. All Heads of Department are responsible for ensuring that digital literacy provision is catered for within their programmes of study.

SAFE USE OF COMPUTERS

GUIDANCE FOR STAFF & PUPILS

The following recommendations are taken from the Health and Safety Executive’s guidance “Working with VDU’s”.

For your safety and comfort, please:

Adjust your chair and screen to find the most comfortable position for your work. As a broad guide your forearms should be approximately horizontal when using the keyboard and your eyes should be at the same height as the top of the screen. The backrest on your chair should support your lower back.



- Try to keep your wrists straight when using the keyboard.
- Position the mouse so that you do not have to work with your mouse arm stretched. Support your forearm on the desk when using the mouse.
- Use a light touch on keys and mouse buttons.
- Don't sit in the same position for long periods and look away from the screen regularly to vary the focus of your eyes.
- If you are using a computer for more than one session take short regular breaks.

Does the VDU (Monitor) Affect Eyesight?

Extensive research has found no evidence that VDU's can cause disease or permanent damage to eyes. However, long spells of VDU work can lead to tiredness and discomfort of the eyes, and it is important that you feel you have enough light on the screen and on the working area.

Sometimes the heat generated by the PC can make the air seem drier, and if you wear contact lenses this may be uncomfortable for you. Switch to glasses if you have them, or blink more often to use tear-substitute eye drops, all of which will help.