

Information Communication Technology for Learning Policy

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

At St Mary Magdalene Academy we believe ICT is best delivered through an integrated curriculum. ICT will be used to support and enhance learning and all children and staff will be confident and independent users of ICT. The Governors are committed to providing an ICT rich learning environment.

This policy needs to be read in conjunction with:
The Teaching and Learning Policy

Adopted:

Information Communication Technology for Learning Policy

1 Introduction

- 1.1 Information Communication Technology (ICT) has the potential to enhance the quality of teaching and learning across the curriculum. Using ICT in the classroom supports students to cope with future demand for an increasingly higher level of technological awareness. Our aim is for all students to be ICT capable and for the Academy to become a fully-fledged e-learning environment.
- 1.2 We will do this by providing the students with opportunities to use Information Technology within the curriculum in order to enhance their communication and learning. The central premise of the development of ICT is that it should permeate all aspects of the curriculum, being regarded as a tool for learning amongst other tools.

2 Aims

- 2.1 Our aims for ICT for learning at the Academy are:
- ♦ to enable all students to use ICT with purpose and enjoyment
 - ♦ to enable all students to become autonomous users of ICT
 - ♦ to enable all students to evaluate the benefits of ICT and its impact on society
 - ♦ to enrich learning and to promote both autonomous study and group work.
 - ♦ to develop ICT skills through curriculum contexts.
 - ♦ to create the atmosphere and levels of resource to encourage all members of the Academy community to learn with ICT.
 - ♦ to provide continuity and progression for students within the general teaching requirements of ICT within the National Curriculum, namely:
 - to find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
 - to develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
 - to exchange and share information, both directly and through electronic media
 - to review, modify and evaluate their work, reflecting critically on its quality, as it progresses.
 - ♦ to provide an opportunity for certification for students' ICT skills.

3 Differentiation and SEN

- 3.1 Students with special educational needs are entitled to the same access to ICT to support their learning as their peers. When planning lessons teachers will identify the learning goals for the majority of students as well as extension activities for the more able and will consider how ICT can help students achieve these. Consideration will be given to modifying the task, or providing peer or adult support, for students who require it. It is important to note that pupils with learning difficulties may achieve well in ICT and should be given appropriate opportunities to provide support for others.
- 3.2 Teachers will liaise with the SENCO on the use of ICT to improve students' involvement in the curriculum e.g. to improve writing and presentation, to practise skills or to focus on the

interpretation of graphs rather than their construction.

4 Breadth and Balance

- 4.1 All staff have a responsibility to become familiar with, and take account of, the National guidelines for ICT 5-14 and the role of discussion in developing a critical awareness of the use of ICT. The scheme of work for each subject will incorporate opportunities to use ICT skills and knowledge within the subject. Teachers will need to plan their lessons carefully so that these skills are taught and that they are practised and developed.
- 4.2 Pupils will have the opportunity to participate in a variety of activities to learn to use ICT and apply these skills in a meaningful context. They will also evaluate how ICT is used in everyday life and compare this with the way they use it in school through:
- ◆ short directed activities to practise a specific skill
 - ◆ activities with a subject context to practise and develop skills previously learned
 - ◆ open ended activities which allow pupils to choose which tools to use or to select from a variety of media
 - ◆ whole class discussion to allow reflection on the use of ICT.
- 4.3 All staff should contribute to the monitoring and evaluation of the implementation of ICT in the curriculum.

5 Relevance

Work planned for students will be relevant to them and their lives. It will build on their existing skills and provide opportunities to develop new ones. Wherever possible real data will be used, and the use of e-mail will be utilised to link with students in other countries and other cultures.

6 Assessment

Learning opportunities involving ICT will be used by KS3 students as evidence for an on-line qualification in ICT coordinated by the Institute of Administrative Management. There are three levels of award and students can achieve each award when they have gathered enough evidence for each ICT application in their e-portfolio. In reception to Year 6 capability in ICT will be assessed and reported on in accordance with the Assessment policy.

7 Equal Opportunities

- 7.1 All students are entitled to equal access to all ICT equipment in order to develop their personal ICT capability. When students work in groups care will be taken to ensure that all students are actively involved in the task.
- 7.2 Students with a computer at home are encouraged to use it for educational benefit and parents will be offered advice about what is appropriate. Students will be encouraged to practise keyboard skills at home and develop proficiency. For pupils who do not have computers at home, there will be a computer access after school. These students will have priority.

7.3 Staff, students and parents will have access to the school Virtual Learning Environment (VLA) from home. The VLA will be used to support learning, access homework, school records and school calendars. Staff will be able to access planning materials, records and school information.

8 Health and Safety

8.1 Students are encouraged to use computers and ICT in accordance with the Academy's health & safety policy. They will be taught to follow positive E-safety rules. Training will be offered to parents for the promotion of safe internet use at home.

9 Management and Administration

9.1 The curriculum will be planned and coordinated across the subjects to allow pupils a wide range of activities to cover the programmes of study for ICT. Teachers will use the National Curriculum ICT framework guidance to ensure that pupils have sufficient access to experiences and equipment to receive a balanced experience of ICT.

9.2 Subject schemes of work will provide the basis for termly planning of ICT and highlight learning objectives, experiences and types of activities. Planning should identify opportunities for assessment and ICT resources to be used.

10 The role of the ICT Leading Teacher

10.1 The ICT leading teacher will work with the Academy leadership team to ensure implementation of the ICT policy and ICT development plan. The ICT leading teacher will be responsible for monitoring curriculum coverage and the quality of teaching and learning. He/she will also play a major role in supporting teachers to plan lessons involving the effective use of ICT and lead the development of all school staff in ICT.

10.2 See also the ICT leading teacher's job description.

11 Monitoring and Review

The use of ICT for learning will be reviewed as part of the annual Monitoring and Evaluation cycle, in relation to the ICT for learning aims. Progress will be discussed with the Academy's leadership team and reported to the governors. Identified actions for improvement will form part of the Academy's development plan. This policy will be reviewed in two years, or earlier if necessary.

Signed: _____ Date: _____
(Principal)

Signed: _____ Date: _____
(Chair of Governors)