



St Mary
Magdalene
Academy

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

- **ST MARY MAGDALENE ACADEMY**

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INFORMATION COMMUNICATION TECHNOLOGY FOR LEARNING POLICY

1 Information Communication Technology For Learning Policy

Introduction

- 1.1 At the Academy we believe Information Communication Technology (ICT) is best delivered through discrete tasks within subjects so that ICT skills can be developed alongside other skills. Therefore, ICT will be used to support and enhance learning and it is expected that all students and staff members will be confident and independent in their use of ICT.
- 1.2 Because the nature of ICT is constantly evolving, the Academy is committed to investing in the transferable skills so that knowledge of coding can be developed. As a result we are committed to developing coding through our enrichment programme, through offering Computing as a GCSE option and as an A-Level in the future.
- 1.3 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 and coding skills.
- 1.4 We will do this by providing the students with opportunities to use ICT 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.

Aims

- 1.5 Our aims for ICT for learning at the Academy are:
 - 1.5.1 to enable all students to use ICT with purpose and enjoyment;
 - 1.5.2 to enable all students to become autonomous users of ICT;
 - 1.5.3 to enable all students to evaluate the benefits of ICT and its impact on society;
 - 1.5.4 to enrich learning and to promote both autonomous study and group work;
 - 1.5.5 to develop ICT skills through curriculum contexts;
 - 1.5.6 to create the atmosphere and levels of resource to encourage all members of the Academy community to learn with ICT;
 - 1.5.7 to provide continuity and progression for students within the general teaching requirements of ICT within the Curriculum, namely:
 - 1.5.7.1 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;
 - 1.5.7.2 to develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
 - 1.5.7.3 to exchange and share information, both directly and through electronic media; and

- 1.5.7.4 to review, modify and evaluate their work, reflecting critically on its quality, as it progresses; and
- 1.5.7.5 to provide an opportunity for certification for students' ICT skills.

Differentiation and SEN

- 1.6 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.
- 1.7 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.

Breadth and Balance

- 1.8 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:
 - 1.8.1 short directed activities to practise a specific skill;
 - 1.8.2 activities with a subject context to practise and develop skills previously learned;
 - 1.8.3 open-ended activities which allow pupils to choose which tools to use or to select from a variety of media.

Relevance

- 1.9 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, ICT should be used to complete tasks that are relevant to their curriculum subjects.

Assessment

- 1.10 Whilst there will be no formal assessment of the ICT curriculum, teachers should ensure that ICT success criteria are built into Schemes of Work where appropriate.

Equal Opportunities

- 1.11 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.
- 1.12 Students with a computer at home are encouraged to use it for educational benefit and parents will be offered advice about what is appropriate.
- 1.13 Staff and students have access to the school Virtual Learning Environment (VLE) from home. The VLE will be used to support learning in class, homework and revision materials. Staff will be able to use the VLE to share work with students and colleagues.

Health and Safety

- 1.14 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 and they will be notified of these via their planners.
- 1.15 E-Safety will be a focus of the assembly programme and Guardian curriculum. Students will be given clear guidelines around what to do in the event of any safety issues that may arise through their use of ICT (see Anti-Bullying policy).

Management and Administration

- 1.16 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.

The role of the Head of Computing

- 1.17 The Head of Computing will work with the Academy leadership team to ensure implementation of the ICT policy and ICT development plan. They will be responsible for monitoring curriculum coverage and the quality of teaching and learning in their department.
- 1.18 See also the Head of Computing's job description.

Linked Handbooks

- 1.19 This policy can also be found in the Website Published Documents.