THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

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A Residential Respite Care / Sports Hall Facility

THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST
ICT and COMPUTING POLICY

First Written: **DATE June 1996**
Revisions: **DATE May 2000, December 2005, November 2007, May 2008, November 2008, October 2015, May 2017**

1. AIMS AND OBJECTIVES

We aim for all children to develop

- confidence and proficiency in the use of ICT in the classroom
- confidence and ability to make things happen using computers
- an appreciation and proficiency in the use of ICT in the context of the wider world.
- the ability to use ICT appropriately, safely, effectively with confidence.
- the ability to write instructions for a computer effectively

In addition to choose software, hardware and programming language suitable for a given task and audience

We aim for young people to become confident and safe users of ICT:

- Able to participate in a society in which work and other activities are increasingly transformed by access to technology
- Aware of the importance of ICT in our society and its role in everyday situations
- Employing ICT to enable independent learning
- Making informed judgements about when and where to use ICT

In order to fulfil the above aims it is necessary for us to:

Follow a systematic progression through key stages Foundation, 1, 2, 3 and 4
Provide continuity and progression through the National Curriculum including
Ensure that all pupils have access to a range of ICT resources
Ensure that ICT experiences are focussed to enhance learning

2. CURRICULUM CONTENT AND TIME

Computing is taught as an integral part of the curriculum and IT as a cross curricular tool to support all subjects across the national curriculum.

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All planning is informed by schemes of work. Content is based on the national curriculum adapted and tailored to the needs of the individual pupils and to the needs of the class group. In the primary school ICT and computing teaching is under the planning and delivery of the class teachers. Lessons take place in the ICT suites situated in the primary school or in the classroom when appropriate. In Primary, ICT and computing is taught for a minimum of 40 minutes a week.

ICT and computing in the secondary school is taught by subject teachers in class groups working from schemes of work. Lessons take place in the secondary ICT suite and classrooms when appropriate. In Key Stages 3 and 4 pupils are taught up to two hours per week.

Across the school the pupil will develop the skill sets to

- Find things out
- Develop ideas and making things happen
- Exchange and sharing information
- Review, modify and evaluate work as it progresses
- Stay safe

Extension and Extra Curricular Activities

All key stages are encouraged to use ICT to explore the curriculum. The pupils require practical, visual activities to enable understanding of ICT and computing topics.
Resources are shared via the T drive.

Qualifications

KS4 pupils work towards an OCR Entry Level ICT qualification until 2018. A suitable entry level qualification will be delivered accordingly. In addition some pupils study to GCSE level through integration at a local mainstream secondary school.

Attitudes

ICT and computing across the school is taught with the aim to develop learners who have the skills necessary to take as full a part in society as possible. We aim to equip learners to use technology safely, respectfully, responsibly and securely acknowledging the positive impact technological skills have on a young person's personal development.

3. ICT CO-ORDINATORS

The Primary and Secondary Co-ordinators will oversee the planning and delivery of ICT and computing within the school. The two co-ordinators meet regularly to ensure continuity and consistency across the key stages and to order resources for use across the school.

The coordinators will be responsible for:

- Facilitating the use of ICT and computing across the curriculum in collaboration with all subject coordinators
- Providing or organising training to keep staff skills and knowledge up to date
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Ensuring that ICT and computing offers appropriate opportunities for all pupils at every level
- Overseeing the delivery of qualification based courses run within school.
- Monitoring the delivery of the ICT and computing curriculum and reporting to the headteacher on the current status of the subject

Monitoring

Monitoring ICT and computing will enable the coordinator to gain an overview of ICT and computing teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In the monitoring of the quality of teaching and learning the Co-ordinators will:

- Scrutinise plans to ensure that the ICT and computing being taught is age and ability appropriate.
- Analyse children's work.
- Observe ICT and computing teaching and learning.
- Analyse assessment data.
- Regularly review the ICT and computing policy and scheme of work alongside teachers.

4. USE OF ICT

ICT is integral in the teaching of computing. Its use is outlined in the preceding sections of this policy

5. RESOURCES AND BUDGET

The ICT budget is allocated each financial year and is available for the whole school. Teaching staff that require particular items of equipment, software, books, etc. to teach the subject effectively, discuss these with the ICT subject leader who will then order as appropriate. Resources will be reviewed on a regular basis.

6. REVIEW

Revision and updating of this policy will be completed by subject co-ordinators, following discussion with the Senior Management. Revisions will be presented to the governing body for discussion and approval.

Name: Aishling Sayer (Primary ICT subject leader) and Andrew Scott (Secondary ICT subject leader.)

Date: May 2017