

Woodlands Academy

Computing and ICT Policy 2020-2021

We provide learners with the necessary tools
to prepare them for the digital age.

WOODLANDS ACADEMY

ICT Ethos

Woodlands Academy believes that ICT in the 21st Century has the power to make a significant contribution to teaching and learning across all subjects and ages.

We believe that Academies should be at the forefront of new technologies and promote greater awareness and understanding of the role and uses of technology in the modern world.

As a special school we believe strongly that our students are empowered by ICT and given the key skills to become active citizens who can fully engage in the digital world.

Technology is increasingly becoming a part of everyday life with ubiquitous computing so it is vitally important we equip our students for the challenges of tomorrow. To this end we teach them a range of skills which will enable them to interact with the wider world using a range of technological equipment. We also ensure that our students have all the key skills necessary to engage, communicate and interact with the community

This policy sets out the aims and strategies for implementing and developing ICT at our Academy. It is reviewed by the ICT co-ordinator annually.

Principles and Values

This policy is based on our commitment to:

- Fairness
- Proactive thinking
- Building skills and knowledge based on sequential learning
- Excellence
- Respectfulness
- Reducing negative behaviours
- Supporting personal development and independence in thought and deed

Good teaching and learning linked to a well thought out curriculum will lead to reduction of inequality.

Our aim is to become an "e-confident" Academy where ICT is integrated effectively in the planning, teaching, learning and assessment of all areas of the Curriculum.

Our goal is to generate pupils who are independent, confident and responsible users of ICT in order to prepare them for life in an increasingly ICT rich world.

We ensure our learners are aware of the benefits and the dangers posed by the use of the Internet. E-safety is covered in detail in the separate e-safety policy.

We aim to further develop the potential ICT has upon teaching and learning, thus making a significant impact on both our pupils and staff.

We believe we all have a role in protecting the environment and therefore wish to reduce waste to an absolute minimum. We therefore work digitally as far as possible and do not needlessly print off work and waste paper.

Principles and Values (continued)

To this end we undertake to:-

- Ensure that all children benefit from ICT and computing lessons and access to ICT equipment.
- Enable all children to enjoy using ICT purposefully
- Encourage children to use ICT independently
- Foster children's awareness of ICT in the wider world
- Build on and develop existing knowledge through skills taught in each year group to maintain continuity and progression
- Learn to use the Internet and other ICT equipment safely and responsibly in and out of school (this is covered in greater detail in the e-safety policy)
- We at Woodlands Academy, are committed to providing a broad and balanced structured curriculum which gives the pupils relevant experience and understanding of ICT to equip them to live in today's society.
- We are aware of the needs and range of abilities of our pupils and endeavour to ensure our curriculum reflects the needs of our learners.
- We embrace new technologies and are keen to be at the forefront of new developments in computer technology. To this end we have invested in a class set of iPads and have also created a media suite and green screen room.
- We believe through the use of new technologies we can enable our learners to develop their abilities employing exciting and innovative approaches to the teaching of ICT.
- We also believe in promoting ICT throughout the curriculum and not exclusively in explicit ICT lessons. To this end we have invested heavily in both PCs and laptops to ensure they are available to all classes and in all lessons.

Procedures and Practise

Equal Opportunities

We value equal opportunities for all of our children and believe that all ICT resources should be fully accessible to all learners, especially those with special educational needs and disabilities.

We aim to provide a growing range of ICT equipment to all pupils, meeting a diverse range of individual needs. This is regularly monitored regardless of age, ethnic background & ability.

Differentiation

All ICT and Computing lessons encompass a range of skills, activities and tasks. They are aimed at pupils with differing levels of ability and preferences for learning styles.

We try to engage all learners with activities that require different key skills and are pitched at a challenging but achievable level of difficulty. The work is differentiated for both those gift and talented pupils but also those who require extra help and support.

The differentiation varies in different lessons from targeted support and use of support staff which is primarily aimed at pupils with identified needs such as dyslexia and other weaknesses with literacy skills. To different tasks and activities which pose a similar level of challenge but are more suitable for the needs of pupils with different needs.

Values	ICT / Computing can provide	Evidence
Democracy	<p>We embrace concepts such as democracy and decision making through a variety of approaches.</p> <p>Pupils engage in democratic activities such as peer to peer marking and assessment and develop key skills such as mutual respect for each other.</p> <p>They also look at values such as democracy explicitly as a part of the International project work they undertake in lessons.</p>	<p>Pupils have developed regular peer to peer marking and assessment sessions at the end of projects. They work together to assess each other's work and suggest ways and means to improve next time.</p> <p>Pupils undertake regular projects as a part of their wider international work; Including recent projects such as 'the world from my window' and global happiness.</p> <p>Pupils work on projects, the findings of which are shared with our partner schools in Europe and the Middle east. Working together they learn together from each other.</p>
The Rule of Law	<p>Pupils learn about rules of esafety to ensure that they are safe whenever they go online.</p> <p>They learn how to reduce risks and protect themselves from others by avoiding talking to and sharing information with strangers.</p> <p>They also look at the rules of netiquette and understand the need to be polite to others and the consequences for being impolite.</p>	<p>Pupils develop a good understanding of the need to keep themselves safe whenever they go online. They learn how to avoid risks whenever they interact with others and understand that there are dangers and dangerous people with access to the Internet.</p> <p>They learn about the key rules of netiquette and the need to be polite at all times when communicating with others</p>
Individual Liberty	<p>We promote the notion of individual liberty in computing and ICT and understand that these notions are not available to everyone.</p> <p>We understand that there are places where there are curbs on people's freedoms and that the internet is a haven for free speech. We also understand that with rights comes responsibilities to tell the truth and not everyone online does this, so we must question online content to ensure it is</p>	<p>Through netiquette lessons pupils are taught about the need to respect the freedoms of speech and expression and these rights are enshrined in law.</p> <p>But with rights comes responsibilities and that all pupils must understand that they cannot say whatever they like.</p> <p>We therefore promote a good understanding of netiquette and the need to always be polite when we talk online to others. We also ensure that students know how to report others who do not show respect and are impolite to them.</p>
Mutual Respect and Tolerance	<p>ICT and Computing promote the use of peer to peer marking so that pupils are able to talk to each other about their work.</p> <p>Pupils are taught to give fair and balanced judgements about each other's work and constructive criticism about how they may improve in the future.</p> <p>Pupils engage in regular international project work with schools from around the world. They work together and share their findings with each other in a respectful and tolerant manner celebrating similarities and differences in each others cultures.</p>	<p>Pupils engage in regular peer to peer marking sessions and offer each other fair and balanced assessments of their work. They make constructive recommendations to each other as to how they may improve in the future.</p> <p>They undertake regular project work regarding international activities and work together with other schools on subjects including global happiness and learn from each other in what ways we are similar and in what ways we differ both culturally, socially and religiously.</p> <p>They share their work with each other and exchange ideas and discuss their findings.</p>

Procedures and Practise

Health and Safety

We believe in creating a safe learning environment for our pupils and to this end all health safety policies are followed accordingly. There are clear signs in the ICT indicating safe use of the PCs. Our learners are made aware of the need to follow safe practices at all times through regular sessions and reminders of the health and safety policies. The policies are also written in 'pupil-speak' to ensure they are accessible to all.

Pupils will be made aware of -

- Hazards and risks to themselves and others when using ICT eg. IWB, Internet and laptops
- The steps they take to control risks eg. Rules for the Internet, Rules for the IWB.
- The action to be taken if risks occur
- How to manage their environment to ensure health and safety of themselves and others.

How to report any problems or potential dangers to members of staff immediately

COVID19

In the light of the current pandemic there have been several changes to the provision of ICT and the delivery of ICT lessons. These are based on maintaining the safe delivery of the curriculum in the light of the risks posed by the virus.

The guidance and rules regarding maintaining a safe learning environment are constantly changing. Therefore this document should be read in conjunction with the current school risk assessment and protocols. These set out in clear detail the rules regarding the safety of students and staff alike.

Currently (September 2020) the rules are as follows, though these could be superseded by more changes daily -

- All ICT equipment (IPads, laptops and desktop PCS) should be cleaned daily
- All ICT equipment should be cleaned by pupils prior to use and afterwards
- All ICT equipment should be used by one person alone and not shared
- All ICT equipment should be returned to the front of school or the hub to be cleaned at the start / end of the day
- The ICT room is for the exclusive use of class 5 currently, unless the computers are thoroughly disinfected and cleaned by the cleaner.

These rules and guidelines are current, as of September 2020, but may change so please refer to the school risk assessment for the latest advice.

Procedures and Practise

Planning

All planning for teaching ICT is published at the start of each academic year on the school's website. It breaks down individual teaching units by term and is widely available to all parents and students.

Teaching for ICT is undertaken by individual teachers and shared by them. It is overseen and supervised by the ICT Coordinator.

Teacher planning is undertaken on an annual basis as small class groups mean that there is not necessarily chronological progression in teaching groups. Therefore planning is undertaken based on the individual needs of students at the start of each year.

More detailed planning grids are also produced and are freely available upon request.

Teaching

We believe that ICT can help to make learning more differentiated and customised to individual needs, and deliver a more engaging, exciting and enjoyable learning process that encourages better learning outcomes. We therefore promote e-learning, which is the blending of traditional & ICT-based forms of teaching and learning.

Teachers will use a variety of strategies depending on the need of the class or child. ICT can facilitate whole class teaching, grouped work, individual or paired work. We believe that ICT has the potential to enhance different kinds of learning and support pupils with a range of needs and abilities. We encourage the use of the Internet to support teaching & learning (see Internet Policy and Guidelines).

We believe strongly in allowing our pupils to experience new technologies and actively trial different techniques and equipment which we feel will enhance the learning experience of our pupils. We have created a media suite and teach imedia as a separate and discreet lesson within the curriculum. The media suite comprises a bank of I-mac computers and a green screen. We have also invested heavily in new software to support film editing, desktop publishing and a myriad of other uses.

Procedures and Practise

Organisation

The roles and responsibilities with regard to ICT are as follows:-

The Head of Academy & SMT are responsible for -

- Ensuring there is a shared vision for ICT within the Academy
 - Ensuring consistent implementation of ICT Policy & E safety & Internet Policy
 - Ensuring staff access to ICT and identifying ICT support needed by individual staff
- Ensuring all subject coordinators have ICT embedded in their curriculum.

ICT Co-ordinator is responsible for -

- The day-to-day implementation of the ICT Policy, E safety and Internet Policy and aspects of the ICT development plan as well as the implementation of the ICT schemes of work
 - Reviewing the ICT policy, Internet and e-safety Policy & Schemes of Work
 - ICT monitoring which includes classroom observations, scrutiny of work and planning and discussions with pupils and staff
 - Co-ordinating the integration of ICT into the curriculum, ensuring continuity and progression throughout the class groups
 - Coordinating ICT training for staff (teaching and support staff) to raise awareness, build on experience and develop confidence
 - Working with subject co-ordinators and staff to encourage the use of ICT as a teaching & learning tool across the Curriculum
 - Overseeing equipment maintenance and liaising with our ICT technical support
- Co-ordinating the purchase and allocation of ICT resources depending on budget priorities

ICT Teachers are responsible for -

- Delivery of ICT lessons and the associated planning and resourcing
- Reporting ICT related issues to the ICT Coordinator
- The regular assessment of pupils and implementation of strategies to ensure they are succeeding at their expected rate of progress
- Curriculum development
- Implementing the health and safety policy and practice (please see the associated policies for the Internet & e-safety)

All subject co-ordinators are responsible for integrating effective use of ICT into the scheme of work for their subject.

Parent Partnership / Homework

We believe strongly in the importance of working together with parents and the wider community to enable our students to achieve success.

We encourage our parents and carers to be kept well-informed of ICT developments in our Academy. All new developments are discussed in regular posts on the Academy website.

Parents and carers are free to speak to the ICT co-ordinator or view our policies if the need arises. Parents have the opportunity to view and sign our Internet policy or withdraw their children from Internet access at Academy. Pupils are made aware of what is considered acceptable behaviour on the Internet and what the consequences are for non-compliance.

Procedures and Practise

Parent Partnership / Homework

Woodlands has links with the community through our links with other Academies and special schools in the local area. We are also involved in an ongoing project involving special Academy from all over Nottinghamshire – Global voices. We also have links with Academy as far afield as Rwanda, USA, Turkey, Romania and Poland.

ICT has provided us with them means to be able to communicate effectively and regularly throughout the period of our joint and multilateral projects. We encourage our pupils to be able to communicate with other Academies through the use of ICT.

Resources

There is a dedicated ICT room which is available for some students and is cleaned thoroughly before and after use. There are also a number of laptops available in all classrooms, again these are regularly cleaned. We also have a bank of iPads which are focused predominantly upon the significant needs groups. They have access to iPads in both Primary and Secondary. These are regularly cleaned also. There are a huge array of teaching resources available to both students and teachers alike in the shared area. These assist specialist and non specialist teachers alike.

The resources available are currently limited because of the need to disinfect equipment before other students use it. Therefore resources are currently limited and dependent upon the need to maintain strict hygiene rules and cleaned before and after each use.

Assessment

There is a whole Academy approach to assessing all aspects of ICT capability. Pupils' ICT skills are assessed informally during lessons and all progress is recorded.

Students are regularly tested during lessons based upon previous learning. Their performance is used to inform the teaching and learning to ensure all students understand the topics set.

New targets are in the folders of all pupils and discussed with learners as the need arises. They are updated regularly to ensure they are accurate and provide the next steps necessary for pupils to progress.

All progress is recorded and entered into the Classroom Monitor system. Achievement is tracked across the school and all pupils are expected to get two points of progress over the academic year.

Accredited Courses

There are currently two accredited courses available in key stage 4 for pupils. For the most able students we offer BTEC level 1 and 2 qualifications. This is a hands on practical course which allows the creativity of our pupils to expand and attempt some exciting challenges. Pupils are expected are to create a website, design an animation and also film their own TV show. Pupils undertake 3 coursework modules and a final summative assessment at the end of the course.

Some pupils who are not as able will complete a series AQA unit awards in a variety of key skills in ICT and computing. They undertake various tasks and activities to learn key skills that are appropriate for their ability which also gives them meaningful qualifications.

Monitoring and Evaluation

Monitoring

There will be regular monitoring activities planned throughout the year to ensure the consistently high application of standards in ICT and computing. This will include an array of strategies to ensure that the policy is consistently applied and the quality of all work is rigorously tested.

There will be regular teachers meetings between the ICT Coordinator and ICT teaching staff to ensure that issues can be addressed as and when they arise.

Learning walks and lesson observations will also be undertaken on annual basis for quality assurance purposes.

Data Reviews

Data is reviewed either termly or half termly and entered into the classroom monitor system. All data is recorded and this used to inform key decisions about teaching and learning going forward. Specifically where there are areas of weakness for example and limited progress, interventions will be put in place to ensure all students are making consistent levels of progress.

The ICT coordinator will review all data to ensure that all the students are making expected levels of progress and interceded where necessary.

Marking and Feedback

ICT work is regularly marked and reviewed by teaching staff. This is used to inform decisions about what work needs to be undertaken or repeated during lessons to ensure all students fully understand the work undertaken. Feedback is given both verbally and is also written down on some work.

As a school we are committed to the environment and do not needlessly print off all work completed digitally. We are attempting to reduce year on year the amount of waste, especially paper which is needlessly printed off. So therefore we will over time reduce the amount of printed work and worksheets and all work will eventually be completed digitally. Where work is not printed off it will have been reviewed, marked and assessed online.

All marking and feedback is undertaken according to the marking policy, please see this for a specific breakdown.

Moderation

There will be regular moderation meetings internally between all ICT teaching staff to ensure a consistent approach to the teaching and assessment of ICT throughout the Academy.

There will also be external moderation meetings in addition which will ensure that we are not isolated and all out judgements will be objectively looked at by professionals from outside the Academy.

We are committed to quality assurance across the academy and we wish to ensure that the teaching and moderation of ICT is consistently highly delivered.

Monitoring and Evaluation

Progression

The pupils make throughout their time at Woodlands is carefully planned to ensure progression. Pupils begin their learning journey in primary school and have a curriculum which starts to teach pupils the key skills necessary to become young computer programmers and users / designers of a range of media.

As pupils move through the key stages the work is designed to build upon previous units studied to ensure that they are progressing and developing ever greater skills and broadening their knowledge base. This is achieved by coordination between both primary and secondary teachers and within the supervision of the head of department.

In primary school pupils are expected to begin their journey to becoming computer programmers and learn how to build games and identify problems (bugs) and debug them. This continues throughout their time in secondary school where they are able to create their own games and identify issues as and when they arise.

Monitoring and Review of the ICT Policy

This policy is regularly reviewed and updated by the ICT Coordinator. They are primarily responsible for the monitoring and implementation of the policy.

All ICT teachers and other staff are responsible for the implementation of the policy in their use of ICT in lessons. See Appendix 1 for a summary sheet which is shared with staff and learners alike.

This policy should be read in conjunction with the e safety policy and the staff safety policy. All of these policies are published online on the school's website.

Governor approval and Review dates:

The full governing body approved this policy in Spring 2019.

It is due for review by July 2020.

Woodlands Academy ICT & Computing Policy 2019

The purpose of the ICT policy is to ensure the safety of our pupils and to protect the Academy network from damage so that everyone can enjoy the benefits of ICT.

When using the Academy computers:

- Pupils should only access the network using their own username.
- Food and drink are not allowed near computers and must not be brought into the computer room.
- Computer equipment should not be tampered with in any way.
- The Academy filter is there for the protection of pupils and the network.
- The use of e-mail, messaging or communicating with people outside Academy is forbidden unless as a part of a lesson. This includes accessing sites such as Facebook, Roblox and Instagram (and all other social media platforms).
- Pupils are not permitted to bring their own software into Academy or to attempt to download software from the internet.
- The computers and printers should only be used for Academy work. Printing should be kept to a minimum and personal printing is not permitted.
- Pupils are responsible for protecting and saving their own work and those who are able should also back up their work.

Any pupil caught breaking these rules will have their computer use restricted to supervised lessons only. As well as the right to access online content withdrawn.

The Academy reserves the right to examine or delete any files held on its network and to monitor internet sites visited by its users

Mr R Tyler, ICT Coordinator

Appendix 1

Appendix

Appendix 2 - Breadth of Study

During the key stage, pupils will be taught the Knowledge, skills and understanding through:

- Understanding how computers work and how to write programs
- Working with a range of information to investigate the different ways it can be presented
- Exploring a variety of ICT tools
- Embracing new technologies and allowing our pupils to learn using a range of ICT tools
- Talking about the uses of ICT inside and outside of Academy
- Exploring I-media and the use of film and media to enable our pupils to realise their potential.

We are keen to promote computing and the ability to create, write and debug simple programs across the Academy. All pupils are expected to use computer programming software to create their own games and programs which are related to their ability. For those students with significant needs they will work with SCRATCH JR to design their own programs and games. For more able students they will work with SCRATCH to create their own games and debug them.

The Knowledge, skills and understanding of ICT (referred to in the old National Curriculum) are planned and taught as a part of the ICT Schemes of Work, which are regularly reviewed and used by all staff. New developments will be trialled and embedded if successful.

Careful planning will include activities which support learning for pupils with a diverse range of needs & abilities as well as ensuring continuity throughout the Academy and progression from one year to the next.

At Woodlands Academy, we believe that there are considerable benefits to be gained from using ICT to support learning across the Curriculum. Our staff use ICT in their teaching, where appropriate, in order to raise standards across the Curriculum. Subject co-ordinators are asked to identify key uses of ICT within their subject's Scheme of Work. These are followed by all staff.

Appendix 3 - Staff Development

We recognise the need for, and will endeavour to provide ongoing staff training to encourage professional development and ensure a well balanced delivery in the classroom. Annual Staff development is promoted by the ICT Co-ordinator, taking into account the needs of the Academy and staff. Regular staff training sessions are led by the ICT co-ordinator on INSET days and in other training sessions.

We are keen to promote our status as a beacon Academy for ICT training and to this end we are keen to lend out our own resources and offer training to other Academies within the city.