



Redland High School for Girls

INFORMATION AND COMMUNICATIONS TECHNOLOGY WHOLE SCHOOL POLICY

I. Strategic Management

I.1 Introduction to the Policy

This policy will become part of the School & Departmental Development Plan and as such should be reviewed on an annual basis.

I.2 ICT in the School

ICT in the School falls into five categories

- ICT teaching, both as a discrete subject and teaching within other subject areas on a cross-curricular basis
- ICT used as a tool by teachers and students, e.g. in creating work sheets or finding information on the Internet
- ICT for school administration, for use by the school administrative staff and Senior Management Team
- ICT for parents and guardians, to provide information regarding the School and their daughters
- ICT for prospective parents and the public

I.3 Roles and Responsibilities

The Director of ICT and Head of ICT (Academic) are responsible for the teaching of ICT as a discrete subject and for co-ordinating and encouraging the use of ICT in all other subject areas in the School.

The Director of ICT is also responsible for purchasing, setting-up and maintaining the School's networked systems, laptops and peripherals.

Housekeeping procedures are delegated to the departmental owners of these PCs with the exclusion of the main educational network that is maintained by the ICT Support Staff under the direction of the Director of ICT, who are also responsible for troubleshooting breakdowns in systems and hardware.

Some educational hardware e.g. probes, buggies, scanners etc. are purchased by individual departments but are set-up by the ICT Support Staff as required.

Software purchases are made after discussions with the Director of ICT who, in most instances, arranges the loading and testing of the software when delivered. They also provide support to the staff and students.

2. Curriculum Organisation

2.1 ICT as a Discrete Subject

ICT is taught

- As a compulsory curriculum subject covering the National Curriculum Key Stage 3 to students in Years 7 and 8
- As an independent Key Skills option to students in Year 9
- As a GCSE option to students in Years 10 and 11
- As an AS/A2 option to students in Years 12 and 13

The syllabus covers, as a minimum, the National Curriculum and QCA Specifications and aims to equip students with the likely skills needed each year for the use of ICT in their other subjects.

The overall aims of the teaching are that students should

- become self-sufficient users of ICT, learning to work with an extended range of applications which will enable them to recognize the value of ICT and use ICT as an aid to their work in all appropriate areas
- be able to apply their knowledge, skills and understanding of ICT to a range of situations, knowing when it is appropriate to use ICT and which ICT tools are the most suitable for each situation. They should recognize when means other than ICT are better for addressing a task or providing a solution to a problem
- when faced with new software or new applications students should be confident in their ability to use ICT effectively, based on their experiences of using software already familiar to them

- be able to discuss and review the impact of ICT applications in the outside world, including social, moral and legal issues and the security needs for data which surround the increasing use of ICT.

2.2 Cross-Curricular ICT

All departments are encouraged to use ICT in their teaching and learning plans. This may include using departmental computers, laptops, Interactive Whiteboards, projectors and the three ICT rooms. Subject teachers are helped by the Director of ICT, Head of ICT (Academic) and ICT support staff with suggestions of software and ways of incorporating it in schemes of work, and are also helped if needed during subject-based ICT lessons in the ICT suites or subject classrooms.

2.3 ICT as a Tool for Teachers and Students

Students are encouraged to use computers in the Library and the ICT suite during free periods, breaks and after School until 5.30pm, (Library only). Classroom computers may also be used if the room is free, with permission from subject teachers.

The most common uses in this category are using the word processor for coursework and essays, and the Internet and the on-line Library catalogue for finding information.

Computers and laptops are also available to teachers who use software applications for departmental documentation, spreadsheets for tabulating examination marks, preparing work sheets, lesson plans etc. and for research. Teachers also use the SIMS information management system to record marks and grades as part of the Assessment and Recording procedures.

3. Resource Management - Human

3.1 Professional Development

The aim for teaching staff is that they should all become sufficiently proficient in ICT skills to

- prepare work sheets and other resources using ICT
- use the internet for subject research
- teach the ICT component of their own subject
- record marks and grades in the SIMS system
- use the SIMS system effectively to review information relevant to their students and their progress
- use ICT equipment available to them effectively and purposefully as part of their teaching and learning strategy

Training is available for those members of staff wishing to develop their skills in the use of particular applications e.g. word processing, spreadsheets and SIMS. Members of staff are also encouraged to attend courses on the use of ICT in their subject areas and a budget is available

annually specifically for ICT training. Training in house to familiarise staff members with curriculum software may be undertaken by a member of the ICT Support Staff when required.

Administrative staff receive training on new software as and when required. In the case of SIMS, this usually consists of an appropriate member of staff and the Director of ICT completing the training and cascading the knowledge to other members of staff.

3.2 Technical Support

Technical support, software and hardware, is provided by the Director of ICT and ICT Technician. Increasingly, use and application of common programmes such as Word or Excel is supported by colleagues as an ad-hoc cascade effect. Most solutions are found in house; however reference is occasionally made to software manufacturers and hardware repair companies.

4. Resource Management - Physical

4.1 Managing Resources

Budgets are allocated annually and vary according to need. The budget, after approval, is managed by the Director of ICT exclusively for items such as consumables, network management and running costs. Some budgets such as ICT training are split in management between the Headmistress, Director of ICT and Bursar.

A budget specifically for the teaching of ICT is managed, applied for and managed separately by the Head of ICT (Academic).

The procedure used to calculate departmental capital expenditure requests, including the Junior ICT, is as follows:

1. Request to Director of ICT and Headmistress by Head of Department
2. Research and costing by Director of ICT and ICT Support Staff
3. Costing put forward to Headmistress
4. Headmistress and Director of ICT check and prioritise budgetary requests
5. Director of ICT compiles list of proposals including justification if known
6. Proposals discussed and agreed with Bursar by Headmistress and Director of ICT
7. Final proposals compiled by Director of ICT and presented to Council and reviewed
8. Director of ICT advised of purchases and budgets agreed
9. Director of ICT proceeds with purchases and implementation

4.2 Hardware Resources

ICT Support maintains an ICT equipment audit. Purchases are made based on cost and requirements. Research on cost is completed usually online and proposals made by the ICT Support Staff. In order to reduce the ever increasing cost of printing, a limit of prints is applied. This limit applies to groups of students (based on year group) and the quantity of prints allowed

is assessed at the beginning of each term after analysis of the previous term's use and identification of outside factors (e.g. coursework deadlines or projects). Colour printing attracts a greater 'charge' than black and white printing.

4.3 Software Resources

Each department identifies educational software needs with advice sought from the Director of ICT and ICT Support Staff when appropriate. Purchases are funded in most cases from departmental budgets, but in the case of major purchases, from central budgets under the supervision of the Director of ICT and Headmistress. Administrative purchases are made from the ICT Budget or other budgets as defined when the budgets are set.

To ensure compliance of software licensing rules and to minimise the risk of viruses, girls are not allowed to download software from the Internet or to bring in software disks from home. They are permitted to copy data files to floppy disk or USB pens to complete work at home and copy data files from home to School for the purpose of completing school work. Girls also have access to network files from home using software provided - this software is issued to girls on entry to the School. To reduce the risks of viruses, a leading Virus Checker is installed on all school networks, PCs and laptops and updated automatically on at least a daily basis.

4.4 Access to Information Technology

Discrete ICT teaching is managed predominantly by the Head of ICT (Academic) and takes place in the ICT suite. This consists of two rooms containing a total of 50 computers, linked by the ICT Office that contains the network servers and is the base for the Director of ICT and Support Staff. Each room is large enough for a class of 28 girls.

All students and staff members have their own secure network directory where their own work can be saved. Access to the network is gained through a user name and password. ICT staff and teachers are able to gain access to the students' directories, but the staff directories are restricted to the directory owner and Director of ICT and Support Staff (for administrative and support purposes only).

The overall aim for cross-curricular ICT is that computers should be available for students and teachers to use when required, either individually or for class teaching. Subject departments are encouraged to book either or both of the ICT rooms or the Library ICT room, subject to availability, in order to use ICT during subject lessons with whole classes.

All the computers on the ICT network have access to the Internet. The School uses an Internet Service Provider that filters Internet access to avoid, so far as possible, students accessing unsuitable sites.

During ICT lessons students are taught strategies for obtaining useful information from the Internet and are encouraged to use the Internet for subject research at any time. They are also taught in ICT lessons and PSHE how to use the Internet and technology, e.g. mobile phones and digital cameras, responsibly and safely. Students are also able to 'surf the net' for recreation

during free time, but are not allowed to download software, join chat lines, or print from web sites (printing allowed for educational purposes).

In addition to the ICT Suites in the Senior School there are two multiple PC areas in the Junior School. The Library houses a further four PCs and each Department has ownership of at least one laptop, bringing the total number of laptops and PCs available throughout Redland High to 240.

Open access by students to the computers throughout the School is restricted according to the location of individual PCs e.g. safety restrictions apply to the PCs located in the Science Laboratories. Students may use computers in either of the ICT rooms at any time between 9.00am and 4.00pm provided that the room is not being used for class teaching. The Library PCs are also available between these times and also between 4.00pm and 5.30pm.

Equipment may not be removed from the School premises without permission from the Director of ICT, Headmistress or Bursar, with the exception of the departmental laptops that are the responsibility of the relevant Head of Department.

4.5 Health & Safety

It is the policy of the School to comply with the Health and Safety Regulations 1992. The Bursar and Director of ICT carry out suitable analysis of all workstations to assess the health and safety risks to exposed persons.

Students are not permitted to connect hardware or peripherals to electrical points or computers. Authorised staff may complete these tasks but only the Director of ICT and ICT Support Staff are authorised to remove the casing of any computers or peripherals.

Staff are advised to allow periodic breaks when working at a screen and the School ensures that students do not work at screens for long periods without breaks. Advice is available from the Bursar in relation to eligibility for free eye tests for administrative staff and other regular users.

5. Management Information System

The Management Information System falls into two main areas, student administration and fees/expenditure. The overall management of the former is the responsibility of the Headmistress and Director of ICT using software developed by Capita SIMS. The general maintenance and day to day running of the software is the responsibility of the appropriate users. Central backups and updates, system maintenance, troubleshooting and implementation of new software modules, as and when requested, are the responsibility of the Director of ICT and ICT Support Staff. An annual maintenance agreement with the software developers exists to support the School. The School uses, and is continuing to develop use of, the system to enhance the communication between parents and the School and to support tracking, assessment and reporting procedures, administer and analyse examination entries and results and to improve the productivity and efficiency of the office staff.

The fees and expenditure computer package is maintained by the Bursar's Department with support from the Director of ICT and ICT Support Staff.

6. Recent and Future Development

It is recognised that ICT will continue to play a major part in the School's operation both educationally and administratively and as such emerging developments are continually identified and assessed.

A new web site and the successful introduction of a text message and email system linked to SIMS has directly improved communication with parents, prospective parents and the public.

As a discrete subject the successful introduction of AS and A2 Level ICT has been completed. This was followed by the successful introduction of Key Skills Level 2 in Year 9 with the target of ensuring every student leaves Redland High with an ICT qualification.

Development of ICT use for teaching and learning will continue, as will the development of using ICT and SIMS to record and track pupil progress. (This is the main responsibility of the Director of ICT.)

As a discrete subject, the aim is to introduce successfully the new GCSE (due 2010) and A2 (September 2009), replace the Key Skills qualification and to make changes to the Key Stage 3 curriculum to incorporate new developments in technology and particularly the Internet. (This is the main responsibility of the Head of ICT (Academic).)

The development of the Learning Gateway (to launch Summer 2009) will be ongoing ultimately providing information via the Internet

- to parents, specifically about their daughters, policies and resources
- to staff, providing access to SIMS and policies and resources
- to students, providing personal information, policies and resources

(This is the main responsibility of the Director of ICT.)

The provision of projectors in every suitable classroom is also a target and there is also an ongoing commitment to maintain and, where necessary, replace equipment and software. (This is the main responsibility of the Director of ICT.)

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