



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Computing/ICT Policy

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Next review: September 2020

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

TELEPHONE : 0121 427 3191
FAX : 0121 428 2204

VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

INTRODUCTION AND RATIONALE

Baskerville School provides a secondary education for young people between the ages of 11 – 19 who have Autistic Spectrum Disorders. Students with ASD learn best in an environment where there is structure, predictability and visual support for communication. ICT and computing provides this and is therefore, a key skill for students with ASD. It provides both a means by which to communicate their thoughts and knowledge and independent access to the curriculum. It is both a subject in its own right and a skill that can be applied in all aspects of school and home life.

This document should be used in conjunction with the following documents:

- The Learning and Teaching Policy
- The Curriculum Policy
- The Home Work Policy
- The Assessment Policy
- The Monitoring and Evaluation Policy
- The Equal Opportunities Policy

Computing and ICT Vision

At Baskerville School we are aware that electronic and digital technology is developing at an incredible speed. We live in a highly technological society and for the vast majority of us the use of these technologies has become central to our everyday lives. For some adults and students, ICT enables **access to communication** and learning that otherwise could not take place (key in Baskerville School). It is vital that all students, as far as is possible, are able to make sense of the world they live in, that they feel at ease with the technology that surrounds them and that they develop the necessary knowledge, skills, understanding and attitudes that will enable them all to utilise these technologies safely and to their full potential. They will then grow up to be 'digitally literate' confident citizens who are well able to safely live, learn and take an active part in society and who are equipped for the new jobs and challenges that the future may bring.

Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information.

At Baskerville School we recognise that students are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims and Objectives:

- ICT can be and is used to enhance communication hence enriching the way students learn.
- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all students.
- Meet the requirements of the national curriculum programmes of study for ICT and computing where appropriate.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- Respond to new developments in technology.
- Equip students with the confidence and capability to use ICT and computing throughout their later life.

- Enhance learning in other areas of the curriculum using ICT and computing.
- Develop the understanding of how to use ICT and computing safely and responsibly.
- Enhance the assessment, recording and reporting of the student's learning through the use of ICT.
- Provide a learning and ICT provision that supports diversity and therefore equality of access and opportunities to learn and make progress whatever the age, attainment, ethnicity, special needs or competence in English of the students.

Rationale

The school believes that ICT and computing:

- Gives students access to a rich source of materials.
- Can present information in new ways which help students understand access and use it more readily.
- Can motivate and enthuse students.
- Can help students focus and concentrate.
- Offers potential for effective group working.
- Has the flexibility to meet the individual needs and abilities of each student.

Teaching and Learning

The Computing and ICT curriculum at Baskerville is delivered through specific Computing and ICT subject teaching related to the relevant programmes of study, Key Stage 3 Strategy and accreditation requirements and is enhanced by planned use of Computing and ICT across the curriculum. INGOTs has been implemented into all Computing and ICT levels in Key Stage 3 and 4 as it enables students to follow a programme of study that covers the Computing and ICT curriculum from the P scales upto and including Advanced Level 3. IMedia has successfully been introduced for the more able students in Key Stage 4 and continues into Key Stage 5 (College Provision).

In Key Stage 5 (School provision) students follow the open awards ICT/Computing requirements according to their specific levels.

Sufficient time is allocated for consolidation and practice of the knowledge, skills and understanding being developed through adult-directed, adult-structured or student-initiated activities. Every student at Baskerville will receive a minimum of 2 lessons a week discreet teaching of Computing /ICT. These activities will be planned for and organised for groups of students, pairs of students and individual students.

The appropriate and effective use of ICT is planned within all the areas of the curriculum to support and enhance learning and teaching across all areas of subjects, in adult-directed, adult-structured and student-initiated activities. Whenever possible ICT resources will be available for use by staff and students at all times.

Planning

In Key Stage 3 the Computing and ICT curriculum consists of a rolling programme of modules which can be accessed at any year during the 3-year cycle. In this way the needs of all students, grouped vertically by age and learning needs, will be met. In addition to this, students at Key Stage 3 receive an extra one lesson per week session of ICT which focuses on using and developing their ICT skills in specific curriculum areas. In this way we ensure that Computing and ICT is both taught through other subject areas whilst also supporting learning in other areas.

At Key Stage 4 and Post 16, the curriculum is designed both to address the requirements of a range of accredited courses and maintain a breadth and balance necessary to ensure the entitlement of our students.

Attainments are recorded on the online assessment system classroom monitor and are therefore consistent with the National Curriculum statements of attainments and P Levels. Opportunities to develop and reinforce these objectives across the curriculum are included in yearly plans for appropriate curriculum areas.

Assessment, Recording and Reporting

All students in Key Stage 3 are assessed against Curriculum Level Descriptors or P Scales. Students in Key Stages 4 and 5 are assessed according to attainment within their accreditation. Attainment is recorded through classroom monitor. Attainment is also mapped into the INGOTs on-line system which enables teachers to assess students against the curriculum requirements for Entry and GCSE accreditation. Targets are set by the Computing and ICT teacher in September for the end of the academic year, monitored by the Faculty Leader and Assistant Head Teacher (Teaching and Learning) through the course of the academic year and assessed and reported to the Head Teacher and parents in July. Evidence to support these assessments, either annotated work, photographs or files on disk is on the school system and attached to classroom monitor statements.

Faculty based moderation, alongside cross-faculty school moderation is used to support the agreed outcomes. The Faculty Leader for ICT/Computing and Maths holds a cross section of exemplars of these in the ICT Standards File.

Equal opportunities and Differentiation

All students at Baskerville School have equal access to technological equipment regardless of their gender, race, culture or ethnicity, disability or class. However, positive action may be taken to ensure students with additional needs have access when required. These needs may include physical disability, gifted and talented students, social need as a result of financial constraints in the home background or needs in relation to a gender bias which might become apparent in boys' and girls' access to technology. At Baskerville School we strive to provide a learning and ICT provision that supports and reflects the diversity of our society and therefore provides for equality of access and opportunities to learn and make progress whatever the age, attainment, ethnicity, special needs or competence in English of our students.

It is the responsibility of all staff to ensure that applications do not contain stereotypical or patronising images or actions in relation to social class, ethnicity and gender and do not condone nor encourage anti-social behaviour including violence.

Health and Safety

Staff ensure that they and the students are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc).

Students are not responsible for moving heavy equipment around the school. They are not given the responsibility of plugging in and switching machines on without a member of staff present. Food and drink are not consumed near ICT equipment. An adult always supervise students when they are accessing information via the Internet. Link2ICT does filter computer usage via Policy Central but staff are ultimately responsible for information accessed by students. Refer also to the school's acceptable Use of the Internet Policy and E-Safety policy.

The school ensures that all surplus equipment is disposed of in an approved manner and in compliance with current guidance from the LA or BECTA.

Copyright and Data Protection

The school ensures that we have a legal licence for all our software and does not undertake any illegal copying. Our software inventory is kept by the ICT Technician. We do not re-publish any scanned or digitised images without

checking copyright and/or permission from the author. The Head Teacher and Chair of Governors are registered with the data protection registrar. We undertake to keep that registration up-to-date by reviewing annually and whenever new items of data are collected, to ensure that the provisions for source and disclosure of data match the schools requirements and conform to the principles of the data protection act. We follow LA guidelines with respect to the security of pupil data transferred electronically. The Head Teacher has responsibility for monitoring the school's compliance with data protection procedures.

The school ensures that class teachers use their professional judgement when creating personal data files for students to use, for example on *Ourselves*, to ensure that sensitive data is not included, such as home address, ethnic origin, sexual habits, political opinions, religious beliefs, disabilities. It is a disciplinary offence to make sensitive data available to others outside of the school.

Photographs of the students are not displayed on our school website in such a way that they can be identified. The students in the pictures are anonymous. Parental consent is sought to include images of their children on the website.

Home Links

ICT plays an important role in developing and strengthening links between the school, parents and the wider community. We continually review the contribution which ICT can make to develop these partnerships further. Digital photographs are used to enhance parental involvement in their student's learning. E-mail and the continued development of the school's learning platform with links to our school's website is used to promote links between home and the school.

Staff development

An audit of training needs is undertaken by the Faculty Leader Computing/ICT and Maths and the Assistant Head for Teaching and Learning. A programme of training including in-house training and that provided by the LA or other outside agencies is then agreed.

All new members of staff is given appropriate induction on the schools hardware and learning resources.

Leadership and Management

Computing and ICT is part of the Computing/ICT and Maths Faculty. The Faculty Leader is responsible for compiling Schemes of Work and the Faculty members work collaboratively to provide support and advice for each other. In consultation with the ICT teacher, the Faculty Leader completes an annual

evaluation of the ICT provision throughout the school. From the information gathered by this process, the Faculty Leader compile an action plan and resource request for ICT. The Faculty Leader is responsible for monitoring the quality of ICT teaching and learning and undertakes performance management of specific teachers.

ICT Development Plan

Progress on the school's ICT development plan is monitored annually by the Head Teacher and Faculty Leader and is reviewed annually by the governing body.

Roles and Responsibilities

The governors are responsible for ensuring that there is an ICT policy and development strategy. The ICT governor have a key role in helping governors meet their responsibilities.

The ICT Strategy Group supports the Faculty Leader for ICT and Maths, meets termly and comprises of: the Head Teacher, Faculty Leader Computing/ICT and Maths, ICT Technician, Assistant Head Teaching and Learning, Assistant Head Curriculum, Head of Residential and the Business Manager.

Governors are responsible for:

- Ratifying the policy
- Reviewing the policy
- Monitoring reports and evaluations
- The Link Governor will meet each term with the Faculty Leader to review plans, developments and evaluations.

The Head teacher is responsible for:

- ensuring that there is an Computing/ICT policy and that it is implemented
- ensuring that the budget for ICT is maximised to ensure the school is adequately resourced and equipment maintained
- ensuring that teachers are appropriately trained
- ensuring that overall Health and Safety procedures are in-place
- ensuring that the IT co-ordinator is effectively line managed and supported

The Faculty Leader of Computing/ICT and Maths is responsible for:

- Formulating and reviewing the ICT policy
- Compiling and reviewing schemes of work
- Advising the Assistant Head Curriculum on appropriate accreditation for specific Key Stage 4 and 5 teaching groups

- ensuring that the assessment and recording of each student's ICT capability is completed satisfactorily
- identifying what ICT support is needed by individual staff
- assisting staff to incorporate ICT into their planning and lessons
- arranging in-service support
- providing advice
- monitoring and reviewing and evaluating ICT practice and provision
- involving staff in the review and development of ICT policy
- keeping up-to-date on the use of ICT in the curriculum
- liaising with LA advisory staff and other agencies
- liaising with other schools
- ensuring that full access to the curriculum is available to all students through the provision of necessary input, output and access devices or communication aids
- Reporting termly to the Link Governor and annually to the Governing Body

Teachers are responsible for

- developing the student's IT capability in accordance with school policy;
- ensuring that each student has equality of access to ICT resources;
- monitoring and evaluating each student's experiences;
- determining the next stage in each student's use of IT, ensuring continuity and rigour;
- keeping records of student' IT achievements and assessing each student's attainment;
- developing their own capability to support their teaching and students' learning.

All Learning Support and Staff and RSWs are responsible for:

- working with the class teachers to ensure students develop their IT capability
- developing their own capability to support teaching and learning.

ICT Technician is responsible for:

- the maintenance of ICT equipment
- ensuring that all ICT equipment is in working order
- maintaining an inventory of ICT and audio visual equipment
- Support staff and students with use of ICT
- Installation of new software and equipment

Sustainability

The Head Teacher and Faculty Leader for Computing/ICT and Maths ensure, through the strategic development plan, that there is a planned acquisition /replacement strategy in place. This includes the phased updating of hardware and purchase of new learning materials.

All passwords, contact details and software licences are kept secure and copies of all documents are held by at least 3 appropriate members of staff, i.e. Faculty Leader Computing/ICT and Maths, ICT Technician, Business Manager.

Every effort is made to develop the capability of all staff so that changes in staffing personnel do not adversely affect the schools ability to meet the aims and objectives of this policy. Inset training continues to include the ICT needs of the teaching staff.

Review

This policy is reviewed tri-annually as part of the cycle of school policy review. The Faculty Leader Computing/ICT and Maths leads the review.