Sacred Heart School

Swaffham

Mission Statement:
The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:
To foster spiritual growth in Christian faith and values
To value, appreciate and enjoy learning
To work for excellence
To further curiosity and creativity
To aspire to high ideals
To stimulate generous service of others

Academic: Curriculum

ICT Policy

Teaching Staff
Years 3-7: Mrs Vivienne Phillips Years 8 –11: Mr Gary Saunders
Network Manager Mr Peter Young

Definition of ICT
Information and Communications Technology (ICT) is generally regarded as the overlap of computer information and telecommunications technologies, and their applications. In this document the term ICT is used to indicate the whole range of technologies involved in information processing and electronic communications, including the internet, electronic mail and video-conferencing.

Rationale
In recent years ICT has had, and is continuing to have, a significant influence on all aspects of society. There are few areas of life, at home and in work, where these new technologies have not made an impact. ICT expands our access to, and understanding of, the world at large. It allows people in all areas of life to benefit from the power of computers as a personal tool, to collaborate in groups and to communicate locally and globally. Ultimately the educational purpose of ICT should be to assist pupils play their full part in society. They should be well informed about the current and potential applications of ICT and be skilled and effective in using them. They must be able to evaluate the effectiveness of the resources provided by ICT and determine when it is most appropriate to use them.

Aims and Objectives
At Sacred Heart School we strive to ensure that each child achieves his/her potential in ICT and lay the foundation for future learning across the curriculum as a whole. Our aims in teaching ICT are to enable children to:

- To assist young people to develop knowledge, skills and informed attitudes in relation to ICT.
- To develop ICT capability in finding, selecting and using information;
- To use ICT for effective and appropriate communication;
- To monitor and control events both real and imaginary;
- To apply the use of hardware and software to a range of situations involving information;
- To apply their ICT skills and knowledge to their learning in other areas;
- To use their ICT skills to develop their language and communication skills;
- To explore their attitudes towards ICT and its value to them and society in general. For example, to learn about issues of security, confidentiality and accuracy;
- Stimulate interest in new technologies;
- To explore individually or collaboratively, in an exciting, stimulating and safe environment;
- To be aware of and be informed about the applications and implications of ICT in society

Contexts for Teaching 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. This determines the structure of an ICT programme that has three areas of learning:
• specific focussed instruction in ICT skills on an individual or group basis
• development of ICT skills through cross-curricular activities
• contextualised application of ICT skill

Progression and Continuity

The central principles of the programme are balance, breadth, coherence, continuity and progression.
• broad and balanced learning opportunities to develop ICT skills and apply them appropriately across the curriculum
• coherent links and connections
• continuous pathways for learning
• progressive development of understanding, skills and informed attitudes in relation to ICT

Progression can be identified thus:
• the development of ICT skills will move from 'supported' to 'independent'.
• pre-defined teaching and learning structures will progress towards the requirement for pupils to work independently.
• working confidently with single media (for example text) will progress to multimedia (text/ sound/ graphics/ video)
• single-solution problems will progress to those with a choice of solutions.
• simple searching will progress to more refined searches and critical evaluation.
• increasing knowledge of the applications of ICT in society will lead to the development of informed views of their implications.
• competent use of the technology will progress to informed and responsible use.

Planning and Assessment
In planning for ICT, a school should take account of the national initiatives for ICT development.
Refer to school standard marking scheme.
Years **10 & 11** - marks for course work would indicate the level of attainment at GCSE assessment.
This will form the basis of reporting to parents and guide continuity and progression through the programme. Transition from Primary to Secondary will be supported by accurate exchange of information on skills and achievements through individual pupil profiles. For pupils who continue their secondary education at Sacred Heart the transition is easy because the same member of staff is teaching ICT and we have regular meetings which means that staff are able to share information. The scheme of work is on the school database which is accessible to all staff.

Monitoring and Evaluation
There are agreed monitoring and evaluation procedures in place to check on the quality of learning and teaching and to ensure continuous improvement.
The staff and Head Teacher will monitor the effectiveness of the teaching and learning of ICT by:
• examining the quality of children's work, meeting regularly to look at the work of either a representative sample or an entire year groups work.
• monitoring the pace of learning
• monitoring the level of skills achieved
• reviewing and identifying cross-curricular contexts for teaching skills
• identifying cross curricular contexts for practising skills through experience and discussion
• reviewing the differentiation and support provided
• reviewing the effectiveness of resources in discussion with staff.
Careful consideration is given to prior attainment and opportunities given accordingly. However differentiation through outcomes will be an integral part of the teaching process.
Suitable tasks for the assessment of ICT work include:
• small group discussion
• specific ICT assignments
• observation of pupils
• individual discussion and self evaluation
• pupil and teacher evaluation of hard-copy output.

Equal Opportunities
It is of vital importance that all pupils have equal access to ICT. We have a special responsibility to ensure that pupils receive the provision to which they are entitled.
The issue of the widening gap between those pupils with home and leisure access to ICT and those who have limited contact is an area of concern that will be a central feature of planning at every level. At Sacred Heart we have a number of laptops which are available for pupils to borrow, although the number of pupils without access to computers is tiny. The boarders either have their own laptops or they can use the computers in the prep room which are part of our main computer network. The only thing we ask of the boarders is that they print work in school the next morning to avoid problems if the printers run out of paper or jams occur in the equipment
Support for Learning (Differentiation)
Many young people have a range of very particular learning needs. The school operates on the principle that

accessing ICT and the curriculum is dependent on open attitudes and inclusive approaches that foster an ethos of achievement for all. Pupils with difficulties are usually supported by an LSA in ICT where it is necessary. Differentiation can be by task, outcome or by allowing extra time. Some tasks set have several possible approaches to allow for differing abilities, self expression & individualism.

Styles of Teaching and Learning

- Demonstration using a data projector and A4 interactive tablet
- class discussion
- working individually or in small groups with a step by step guide
- planning on paper and using ICT to realize the design
- designing, creating, evaluating and reviewing a finished piece with a view to improvement
- researching, recording and developing
- listening & interpreting
- exhibition work & display

Strategies For Gaining Good GCSE Results

- the display of examples of printouts of work in progress or a finished piece
- the option for older pupils to use the ICT Room facilities during free time
- an informal but working atmosphere
- practical advice and encouragement helps to foster individual talents
- an emphasis on careful preparation and practice for the examinations
- critical analysis of pupils own work and the work of others in the group - to discuss and solve problems
- emphasis on the importance of careful preparation and presentation of work.
- consider offering foundation level to less able pupils
- short course rather than full course
- consider using the functional skills examinations as a good foundation for GCSE or as a course that all pupils should take to show their ICT skills even if they do not wish to take ICT to GCSE level

Cross curricular links

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.

Future Plans

Ongoing programme to update equipment
Interactive whiteboard
Air conditioning in the ICT room which is very hot in the summer
Set up a suite of computers in the Lower School building for use by a whole class.

Health and Safety

The following safety regulations must be observed by all members of staff and parents who work with pupils on computers:

- Ensure that equipment is sited on a solid surface if computer trolleys are not provided in the room;
- Ensure that the equipment does not interfere with free movement around the room
- Ensure that mains sockets are not overloaded and that extension leads, where used, are secured to the classroom wall.
- Ensure that computers are kept out of direct sunlight as it makes the screen difficult to read and can cause overheating;
- Ensure that staff are aware of the location and type of fire extinguishers;
- Ensure that children are aware of the safety issues surrounding the use of electrical equipment;
- Faulty or broken equipment is not used and reported to the Administrator or ICT technician via his problem list.
- encourage sensible behaviour in the classroom to avoid accidents through:
    1. instruction in the safe use of chairs and how to adjust the seat height and the back rest.
    2. Risk assessment regularly updated.
    3. Ensure that pupils take regular breaks from looking at computer screens

Spiritual, moral, ethical, social and cultural issues

Pupils are taught to reflect critically on their own and with others the use of ICT. To identify social, moral, spiritual, cultural and ethical issues related to its use. This can be achieved by exploring the ways that new technology has affected the way people work, live and play. Pupils can explore the ways that new technology directly affects the quality of people's lives by comparing the use of ICT and contrasting its use with non-IT solutions. As part of the evaluation process pupils are encouraged to seek the opinions of others to identify where marks have been gained and to provide constructive criticism of assignments. Pupils are

also encouraged to share their ICT skills with each other and the staff as part of the mutual quest for knowledge. That I think is one of the most exciting parts of teaching ICT because the technology and our expectation of what we are able to achieve using ICT is continually pushing the boundaries of our knowledge and so as pupils and teachers we must always be learning.

Teaching Groups

YEAR	**TIME PER WEEK**
3	45 MINS
4	45 MINS
5	90 MINS EVERY 2 WEEKS
6	90 MINS EVERY 2 WEEKS
7	90 MINS EVERY 2 WEEKS
8	45 MINS
9	45 MINS
10	135 MINS
11	135 MINS

Programmes of Study for 2011/2012

YEAR 3 to 7	**AREAS OF STUDY**
3	LightBytes Pupils work at their own pace with the computer on the interactive courses Wordprocessing
4	Continue LightBytes to complete the course Pupils work at their own pace with the computer on the interactive courses Wordprocessing Logo OpenOffice Writer Switched on ICT
5	Switched on ICT
6	Switched on ICT
7	Keybytes

Details of LightBytes/ Switched on ICT/ KeyBytes / Logo/ OpenOffice are in the Schemes of work.

Year 8 - 11	**Area of study**
8	Scratch Game, with project around marketing of game.
9	DiDA Coursework
10	DiDA Coursework
11	DiDA Coursework

Details of DiDA and Scratch project are in the Schemes of Work.