



Sacred Heart School

Service Before Self

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

Academic: Curriculum

ICT Department Policy

Teaching Staff

Years 3 Mrs Leader **Years 4–11:** Mr David Jordan **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.

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
- 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 whiteboards
Air conditioning in the ICT room which is very hot in the summer

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 Resources

ICT Room:

- 19 desk top computers
- 1 laptop computer connected to a digital projector
- 1 colour laser printers
- 1 flatbed scanner

All of these computers have MS Windows 7, MS Office 2013, Serif Design Suite (versions X6 and X7) and additional specialist software like Scratch.

There are other IT resources around the school in the form of smaller computer suites, these are located in:

- The Boarding House: 10 computers + 1 laser printer
- Lower School: 12 computers + 1 laser printer
- English Room: 12 computers
- Mathematics room: 10 computers
- French room: 4 computers
- Library: 2 computers
- Art Room: 1 computer + printer

All of these computers are connected together with a network and have MS Windows 7 and Office 2013.

In addition there are 30 Apple ipads for use by the students.

Teaching Groups

<u>YEAR</u>	<u>TIME PER WEEK</u>
3	45 MINS
4 and 5	90 MINS EVERY 2 WEEKS
6	90 MINS EVERY 2 WEEKS
7	90 MINS EVERY 2 WEEKS
8	90 MINS EVERY 2 WEEKS
9	90 MINS EVERY 2 WEEKS
10	135 MINS
11	135 MINS

Programmes of Study for 2015/2016

YEAR 3 to 7	Areas of Study <u>Planning not in termly order</u>
3	<ul style="list-style-type: none"> • E-safety (ongoing) • General IT skills (ongoing) • Word processing • Desktop Publishing Presentation Media Web Research • Branching Database • Flowcharts and Algorithms • Logo programming • BBC Bitesize <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Mrs Leader will be working through a variety of these topics this year, in consultation with Mr Jordan.</p> </div>
4 /5	<ul style="list-style-type: none"> • E-safety (ongoing) • General IT skills (ongoing) • Graphics (animation and still) • Spreadsheets • Databases • Using the internet to research efficiently (ongoing) • Flowcharts and Algorithms • Logo Programming • BBC Bitesize
6	<ul style="list-style-type: none"> • E-safety (ongoing) • General IT skills (ongoing) • Web Research • Using the internet to research efficiently (ongoing) • Graphics (still and animation) • Spreadsheets • Flowcharts and Algorithms • Scratch programming • Databases • BBC Bitesize
7	<ul style="list-style-type: none"> • E-safety (ongoing) • General IT skills (ongoing) • Flowcharts and Algorithms • Scratch programming • Graphics (still and animations) • Spreadsheets • Using the internet to research efficiently including Verifying Data (ongoing) • Web publishing • Databases • Presentations (Powerpoint) • HTML programming • BBC Bitesize KS3 ICT

Year 8 - 11	Area of study
8	<ul style="list-style-type: none"> • E-safety (ongoing) • General IT skills (ongoing) • Presentations (PowerPoint) • Desktop Publishing • HTML programming • Creating a Website • Developing Graphic Arts skills (Serif DrawPlus X6) • Creating animations (Stop Frame and Key Frame) • Using the internet to research efficiently. • Programming- extension of Scratch programming • Spreadsheets • BBC Bitesize KS3 ICT
9	<ul style="list-style-type: none"> • Continuing to learn skills to use Microsoft Office 2013 (Word, PowerPoint, Publisher, Excel and Access) efficiently in a wide range of situations. • Using a variety of software to produce an integrated solution for the resources and products required by a radio station. • Creating a website using a suitable authoring programme (Serif WebPlus). • Understanding the basic principles and skills of Digital Imaging. • Preparation for future GCSE work.
10	<ul style="list-style-type: none"> • Not Applicable as there is no GCSE ICT course this year.
11	<p>OCR Cambridge Nationals in ICT involving:</p> <p>Complete UNIT R002 if necessary.</p> <ul style="list-style-type: none"> • Unit R005: Creating an Interactive Multimedia System involving: • Word processing, presentation software, web authoring, graphics design and manipulation. • Unit R006: Creating a Digital Image involving: • Word processing, presentation software, pixel manipulation software, graphics design and manipulation.

Monitoring and Review:

ICT Department and Senior Management undertake this task as and when necessary.

HOMEWORK POLICY

Lower School

Year 4/5, 6 and 7

Homework will be set for research and planning tasks on the set projects. On average there will be two or three of these per term.

Upper School

Year 8 and 9

Homework will be set for research and planning tasks on the set projects. On average there will be two or three of these per term.

Year 11

There will be two controlled assessments this year, both require technical skills to be taught and some theoretical knowledge to learn, homework will be set to test and reinforce the above skills during the autumn and spring terms.

Procedure if the upper school homework is not handed in on time:

Mr Jordan sees:

Years 4 and 5 once every two weeks on a Thursday, the homework is set on Thursday and handed in two weeks later. If it is not completed on time then it will be expected to be handed in the following Tuesday morning, if not then unless there is a very good excuse, it will be done during a lunchtime detention.

Year 6 once every two weeks on a Thursday, the homework is set on Thursday and handed in two weeks later. If it is not completed on time then it will be expected to be handed in the following Tuesday morning, if not then unless there is a very good excuse, it will be done during a lunchtime detention.

Year 7 once every two weeks on a Tuesday, the homework is set on Tuesday and handed in two weeks later. If it is not completed on time then it will be expected to be handed in the following Tuesday morning, if not then unless there is a very good excuse, it will be done during a lunchtime detention.

Year 8 once every two weeks on a Tuesday, the homework is set on Tuesday and handed in two weeks later. If it is not completed on time then it will be expected to be handed in the following Tuesday morning, if not then unless there is a very good excuse, it will be done during a lunchtime detention.

Year 9 once every two weeks on a Tuesday, the homework is set on Tuesday and handed in two weeks later. If it is not completed on time then it will be expected to be handed in the following Monday morning, if not then unless there is a very good excuse, it will be done during a lunchtime detention.

In years 10 and 11, homework is set on a Wednesday and handed in the following Wednesday. If the homework is not handed in on time then it will be expected on the following Wednesday morning. If it is not handed in then, unless there is a very good excuse, it will be done during a lunchtime detention.

Marking in the Upper and Lower School

For internal marking, including homework, the following system is used in the upper school:

Effort	Comment	Attainment	Comment
A	Excellent effort made, classwork is produced to a very high personal standard.	1	All answers correct or only making minor errors.
B	A very good effort made, the classwork is produced to a high personal standard.	2	A few errors made, but the substance of the majority of the work is essentially correct.
C	A satisfactory effort made, the classwork is produced to a reasonable per-	3	A significant number of errors made, but the substance of the

	sonal standard.		rest of the work is correct.
D	An unsatisfactory effort made, the classwork is produced to a limited personal standard.	4	Many errors made, the substance of the work is flawed.
E	Minimal effort made, the classwork has been produced to a very poor personal standard.	5	Mostly incorrect, the substance of the work is seriously flawed.

This system is easy to understand, but very flexible to apply, obviously an A1 is for outstanding work and an E5 is for an absolute minimum effort in every respect. This system allows effort to be recognised independently of results, for example an A4 shows that the student has tried hard but they have made many mistakes and a D1 means that they have not made much effort with the work, but what they did was absolutely correct. You can allow for the students with learning difficulties in the effort category.

The current use of 1 to 8 in the lower school will be adapted from this system.

These ideas will be extended to cover monitoring progress, using the established Developing, Secure and Mastered terminology.

When a major piece of classwork is finished by years 8 and 9, it will be graded using the previous National Curriculum guidelines, which the school are still using at the moment in some subject areas.

Rewards and Sanctions

When classwork and homework is produced to a high standard, house points will offered as reward.

If homework or classwork is produced to an unacceptable standard then a warning will be given to that student, if it persists then a lunchtime detention will take place. If there are issues over homework then this issues are addressed in the homework section.

Department Meetings

Mr Jordan and Mrs Leader (year 3) will meet on a regular, but informal basis to look at the progress of year 3.