

ICT Policy

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Rationale

Maple House School aims to equip pupils with the skills they need to become critical and autonomous users of ICT. Advances in ICT have affected all areas of modern life and many educational requirements are impossible to meet without the use of ICT tools. ICT is seen as an essential resource across the academic and social curriculum and for enhancing learning in all subject areas. We aim to use the ICT strategy to teach concepts and raise issues which are recognised as difficult to access or are sensitive areas. We particularly value the extra dimensions of support for learning, preparation for life and personal enjoyment which ICT can provide.

We believe that the intelligent and creative use of technology by teaching staff can have a demonstrable and positive effect upon our pupils' attitudes, achievement and self-esteem. Critically, new technology can enable teachers to tailor their teaching more closely to the abilities of individual pupils but also encourage co-operative working, sharing and participation.

For pupils with social, emotional and behavioural difficulties ICT has special significance in motivating and focusing pupil's attention. We also aim to provide appropriate ICT support for pupils with special needs including the creation of flexible, individual personalised learning spaces (work stations).

We also aim to provide all staff with the training and resources needed to support and extend our pupil's opportunities and enjoyment and to contribute to professional development in their subject areas of responsibility. We are ambitious in our intention to create a dynamic ICT infrastructure which will help us to achieve our organizational goals.

Objectives:

- To make all pupils 'ICT capable'.
- To encourage pupils to be independent learners
- To stimulate and encourage interest in new technologies
- To develop ICT skills integrated into all subject contexts
- To develop pupils' self esteem
- To provide equal opportunities
- To use ICT to encourage creative projects which extend learning beyond key stage activities and beyond the school day
- To provide access and support to nationally accredited awards in ICT and to use ICT to improve access to awards in other subject areas.

Teaching and Learning

Information Technology capability is characterized by an ability to use ICT tools and information sources to analyse, process and present information and control external events. To meet these needs, development of ICT capability is based on cross-curricular activities supplemented by discrete ICT topics in clearly identified ICT lessons for at least one hour a week.

Schemes of work for all subject areas have a major ICT component but where pupils follow Personal Education Programmes, learning will often take place in some part, through individual use of a PC with appropriate software and other identified resources.

Because our pupils come from diverse educational backgrounds with wide variations in capability, ICT progress is task led. Goals are set and skills taught according to each individual's needs and ability. Transferable skills are then able to be consolidated in a range of subjects and contexts and extend the school day.

The Lead Teacher is responsible for:

- The ICT budget
- Curriculum advice for ICT based activities
- Monitoring of ICT curriculum delivery
- Reviewing policy and schemes of work
- Staff support with ICT development and training.

Resources

All staff and pupils will have access to ICT to support their teaching and learning.

All rooms are equipped with the necessary resources to ensure that each pupil has access to mobile individual work stations.

As the schools evolve and develop we will be able to evaluate and review our policy and resources in line with the needs of our pupils and our overall business strategy. Financial commitment has been made to allow for this development and extensive links have been made with local authority and national support networks (to inform and regulate this development further.

Assessment and Recording

Teacher assessments, made at all stages, are kept and recorded in a range of formats; mark books, Individual education plans, pupil's workbooks, files and Records of Achievement, and in end of term reports for education and residential purposes.

Records of knowledge, skills and understanding are recorded on an ICT assessment sheet which has been developed to track progress through the Key stages, individual ICT programmes and each award scheme/syllabus. The Lead Teacher will be responsible for monitoring and recording progression and setting targets and for communicating such to appropriate staff and external agencies where appropriate.

Planning and Review

In line with school policy, ICT is constantly reviewed to take into account the needs of the pupils, local national, technical developments and to identify and incorporate good practice, new resources and teaching strategies which have been researched and identified by our staff or requested by pupils.

We are committed to providing excellent ICT facilities although there will be a need for development in this area to be gradual and continual.

Policy review

This policy document will be reviewed by the Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: April 2014

Date last reviewed: September 2022

Next review (or before): September 2023

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

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