ST. FANCHEA'S COLLEGE

ICT POLICY

2020-2021

Saint Fanchea's College believes that:

- ICT literacy is a key skill in developing pupil learning and is becoming as important as literacy in language and application of number. Therefore, the ability of pupils to effectively use ICT to deepen and develop their learning is of utmost importance.

- ICT can encourage pupils to become more independent in their own learning by developing their skills in finding and using appropriate information. This in turn can help develop skills that will contribute to the life-long learning of pupils.

- ICT can provide access to sources of information beyond the normal scope of the school.

- All pupils are entitled to access to computers where this will further or deepen their learning and understanding.

It is the aim of Saint Fanchea's College:

- To develop and extend the individual ICT skills of all pupils.

- To use ICT skills learned through ICT classes to enhance, enrich and extend learning in other curriculum subjects.

- To encourage pupils to recognise and be confident with the appropriate uses of ICT.

- To increase pupil motivation and self-esteem by improving the presentation of their work.

- To use ICT, when appropriate, to improve the learning experiences of all pupils.

Saint Fanchea's College seeks to achieve these aims through developing:

- Pupil knowledge and understanding of ICT technology used to promote their ICT skills so that they are at a level appropriate to their age and ability.

- Links across the curriculum subjects so that pupils can not only further their knowledge of ICT skills but also deepen their knowledge of other areas of study.

- Pupil understanding of the benefits of using ICT both in the school environment and the wider world.

STAFF

All staff use ICT regularly in the course of their normal duties. The following staff have particular responsibilities with regards to certain areas of ICT provision. The Principal is responsible for the purchase of ICT equipment throughout the school, for the implementation of the ICT Policy and in conjunction with the ICT Coordinator (Mrs C Teague), and the e-Safety Coordinator (Miss C Cassidy) and staff development in the use of ICT.

The C2K Manager (Mr M Collins) is responsible for liaising with C2K on ICT related issues and ensuring that staff are kept up to date with changes to and trained in the use of the C2K managed services. The ICT Coordinator (Mrs C Teague), is also responsible for the curricular provision of ICT in school and, in conjunction with the e-Safety Coordinator, for Key Stage 3 ICT Assessment and staff development in the use of ICT. Subject Leaders, work with ICT Coordinator to co-ordinate Key Stage 3 ICT Assessment. They work within departments to encourage the consistent use of ICT and further develop staff ICT skills. The Science and Technology Technician (Mr Garbhan McPhillips) assists the smooth running of the school networks and related hardware and software.

PROMOTING THE SUBJECT WITHIN THE SCHOOL / CROSS-CURRICULAR THEMES

ICT is promoted as a cross curricular theme in the school. All subject areas are required to include ICT in their curriculum materials and schemes of work. Each department has been surveyed to ascertain the current position of ICT provision in the relevant schemes of work. This procedure is carried out periodically to assess the development of ICT provision in the school.

Each Head of Department has been made aware of his or her responsibility with regard to ICT provision in the curriculum of their subject and support has been offered to departments where necessary.

This support has included the providing each department with sample ICT assignments as suggested by CCEA. These assignments are subject based and provide Teacher and Pupil notes on the purpose

of the assignment and how to carry it out. Departments were encouraged to use these assignments where no ICT assignments were included in schemes of work. Staff training is also provided to introduce new network procedures or how to use software and hardware as appropriate. A number of departments have had KS3 ICT tasks externally accredited by CCEA and these tasks are embedded within schemes of work and assessment procedures.

Each department are expected to include an ICT based assignment as a benchmark assignment for each year group and the implementation of this strategy would help meet the requirement of ICT provision in subject areas.

ICT IN THE SCHOOL CURRICULUM

At present there exists a statutory requirement on schools in Northern Ireland to 'provide pupils with opportunities to develop knowledge, skills and understanding of Information and Communication Technology (ICT) and to apply these in a range of subjects. Currently in Northern Ireland there is no provision at Key Stage 3 for ICT to be taught as a specific subject, instead it is intended that ICT be included in the curriculum as a cross-curricular theme. With these requirements in mind each subject area in the School has been encouraged to build ICT into their Programmes of Study. This should take the form of at least one ICT based assignment in the Scheme of Work for each year group. It is intended that, across the whole school curriculum, these assignments will address the 5 'E' requirements (explore, express, exchange, evaluate and exhibit) and each of the 7 levels. Additional ICT classes (2 periods per week) are provided to Year groups in Year 8, Year 9 and Year 10. There is an associated programme of study for pupils and teachers to follow during these lessons. Access to ICT rooms is made by a booking facility. Files are located in the staffroom. The rationale behind this approach is that the timetabled ICT classes provide pupils with the opportunities to learn and develop the skills necessary to operate the computers and use the various software packages available. This means that a subject teacher should not have to use valuable teaching time showing a class how to use a particular piece of equipment or a software package. This means that the time

pupils spend using the computers is focused on completing the task at hand rather than learning ICT skills.

ASSESSMENT PROCEDURES

The Northern Ireland (Revised) Curriculum places a requirement on schools to assess and report on progress in the cross curricular skill of Use of ICT. A department has been given the task of reporting on this skill in each year group in Key Stage 3. Departments in each year group are to be asked to assess progress through the levels once these levels are agreed.

Using ICT to support pupils with Special Educational Needs

Visual Impairment

The literacy and numeracy problems experienced by visually impaired pupils are likely to include:

- a lack of reading, writing and numeracy practice

- difficulty in scanning pages or even in scanning words

Computers are used to provide alternative methods of reading and recording work. The high contrast print is easier for pupils to see than handwriting and pupils who need to use large print on a computer screen. Podcasting is used as an alternative means of providing information.

Hearing Impairment

ICT can be of particular benefit to people with a hearing impairment because it allows them opportunity to extend their language skills by use of pictures, text etc. without being dependent on the spoken word.

Dyslexia

ICT can motivate learners with dyslexia to acquire skills for reading, spelling, writing and maths. Word processors with spell checkers, glossaries and thesauri can all help pupils master literacy skills as they aid punctuation, encourage word recognition and help pupils to extend their vocabulary by enabling them to use the words they want to use rather than the ones they can spell.

ICT EQUIPMENT AND RESOURCES

Saint Fanchea's College has the following ICT resources available for teaching ICT:

Room	Resources
ICT Suite	23 C2k machines 1 Network Printer
ICT Resource Room	8 C2K machines
Business Studies Room	24 C2K Machines 1 Network Colour Printer/Photocopier/Scanner 1 Scanner
Design & Technology Suite	12 C2K machines 1 Network Colour Printer/Photocopier/Scanner 1 Colour Printer
English Multi-Purpose Room	9 C2K Machines 1 Network Printer
Careers Room	10 Laptops 1 Network Printer
Whole School	37 iPads (Central Stock managed by ICT Coordinator) 13 Laptops Central stock managed by ICT Coordinator) Green Screen Technology Support

There is a fixed C2K teacher machine, digital projector and an interactive whiteboard in every classroom. There are additional iMac Books available in Miss Cassidy's room and the Careers Room. All teaching staff have iPads for the support of teaching and learning. There are a small number available for pupils with Special Educational Needs. All classrooms have interactive boards and two classrooms have Apple TV systems.

Resources are maintained and replaced as required through the provision of an annual budget allocated from the school.

This budget is for the following purposes:
- Purchase of ICT equipment to replace stock and upgrade equipment as and when necessary.

- General maintenance of the ICT facilities including repairs and replacement of hardware when necessary.

- Purchase of consumables for the general running of the ICT suites including paper, ink and toner, etc…

- Purchase of additional hardware requested by departments or for whole school use.

- Purchase of additional software packages to aid teaching of ICT or other subject areas.

EQUIPMENT AND NETWORK SECURITY

Virus Check and Firewall

All of the C2K PC's in school are maintained under the C2K maintenance contract and are administered as part of the C2K WAN service for Northern Ireland. This means that these machines are automatically protected by both anti-virus software and by firewall software as this is provided by C2K.

Password Security

On entrance to the school new staff and pupils are provided with an initial password for the C2K system as provided by C2K. On their first attempt to log onto the network users are prompted to change their password to a password of their choice. These passwords must be at least 8 characters long. Once a term all users are required by the C2K system to change their password and each new password must be unique and the same password cannot be reused. Users may change their own password at any time if they feel that their password security has been compromised this can be done by the user themselves or by contacting one of the Network Administrators in school.

Portable School ICT Equipment, e.g. Laptops, iPads, Data Projectors, etc...

School laptops should be brought into school (at least once a week) to be connected to the C2K system. This is necessary to ensure that the network software and anti-virus protection is kept up to date. Software should not be installed on the school laptops unless the user has a valid license for the software. Users should also note that only school related software packages should be installed on the laptops to conserve disk space. Equipment located in departments is to be used under the

direction of the Head of Department and according to recognised user instructions. Centralised equipment held in the ICT Coordinator's store is to be borrowed for school use only and is recorded and monitored by the ICT Coordinator.

HEALTH AND SAFETY

Due regard is paid to health and safety regulations and fire/emergency procedures are clearly posted. Pupils are instructed about the necessary safety standards when using the PC suites, for example, no eating or drinking in the suites, no running, how to sit properly, taking breaks, etc. Safety also takes into consideration the Internet and pupils are given advice and instructions on how they should use the Internet safely. Parents/Pupils also sign an Acceptable Use Policy which outlines safe use of the PC's in school and access to communication technologies.

Pupils are fully briefed on e-safety in Year 8 by their Form teacher, and this is reinforced in ICT lessons.

STAFF DEVELOPMENT

As ICT is a continually changing aspect of school life, the school aims to encourage and support staff to keep themselves up-to-date with developments in their subject area. The school provides internal training opportunities and encourages staff to avail of external training opportunities such as:

- EA ICT training and ICT subject training
- iTeach Training Programme (iPad / G-Suite)
- Private/ in house training workshops (iPad Training)
- e-Safety Training

There is a core team of teachers with responsibility for developing the use iPads to support teaching and learning across the college. Opportunities for sharing best practice re the use of specific apps (e.g. Showbie / Google Classroom) are facilitated and key staff have attended annual iTeach conference in Belfast to support the development of iPad capacity among teachers.

LEGAL CONSTRAINTS

All users are expected to comply with the provisions of the following Acts of Parliament (or any re-enactment thereof) as well as all other relevant legislation and legal precedent:

Computer Misuse Act 1990

Criminal Justice and Public Order Act 1994

Copyright, Designs and Patents Act 1988

Trade Marks Act 1994

Data Protection Act 1998

Copies of these documents are available online at http://www.opsi.gov.uk/. Further advice should be obtained through the ICT Coordinator (C2K Manager).

ICT is by its nature an ever changing area. As such, this policy is regularly updated and should be considered as a work in progress. Updated policies will be forwarded to all interested parties as and when appropriate.

This policy will be reviewed every year

Date of next review – October 2020

Principal ………………………………… Date ………………..

Chair of the Board of Governors …………………………….. Date ……………………..

REMOTE LEARNING POLICY

Saint Fanchea's College is committed to providing the best possible curriculum provision for our pupils in their learning and outcomes. The following guidance will apply when:

1. The College is forced to close due to regional Covid-19 restrictions and is deemed inaccessible to staff and pupils
2. The College is forced to close due to emergency closure procedures related to Covid-19
3. Pupils need to self-isolate for a designated period of time due to Covid-19
4. Pupils who have been medically advised by their Doctor not to attend school

Given the current Covid-19 pandemic, we are acutely aware that this is an unprecedented and challenging time for education. **Google Classroom** will be the designated platform for providing remote learning to pupils in Saint Fanchea's College.

We will strive to support our pupils and parents as much as possible, however when the school is open, parents and pupils should be aware that our teachers will be continuing to teach all classes during the school day and expectations the delivery of remote learning should be as realistic as possible.

In order to reduce surface transmission of the Covid-19 virus, paper copies to support remote learning will not be provided to pupils/parents.

Principles

Subject teachers will strive to ensure work is set for the classes / pupils that would have been taught on that day. There is no expectation that work will be set outside of school working hours. As such Teaching Staff will reply to messages, set work and give feedback on activities during normal teaching hours only: 9.15am-3.20pm.   Teachers will strive to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications, Staff will adhere to our commitment to maintaining pupil well-being and safety.

Teachers / Subject areas will set / post work for their classes on **Google Classroom**, which is the main focal point of all pupil work and remote learning. Pupils must ensure that they are logged on to Google Classroom and Outlook email using their C2K email address only. Pupil's must ensure that they are registered for each subject area using the codes/invitations provided by Teachers. Where appropriate, in the event of longer-term requirements teachers may plan and undertake 'interactive lessons' for their classes via 'Google Meet' or narrated presentations.

Teachers will make an appropriate and informed decision as to the type and content of the work being set, based on their Schemes of Work. Subject departments / teachers will use a phased approach to introduce new content which will be carefully selected to ensure accessibility and differentiation to meet the needs of all pupils.

Due to constraints such as access to resources and home support, e*xamples of this could include, but are not limited to:*

- Practice questions and exam questions-based revision (particularly for KS4 / A-Level pupils)
- Structured revision tasks.
- Development based activities / tasks which seek to consolidate existing knowledge, e.g. tests, scenarios, extended writing, and analysis tasks.
- Progressive research-based tasks which seek to *introduce* some new knowledge / topics.
- Thematic learning tasks linking a range of subject areas for KS3 classes

Teachers will only provide feedback on any work completed which is clearly 'labelled' as a designated assessment and falls within agreed department assessment plan. All other work completed should be 'saved' by students – this *could* be electronically and uploaded onto Google Classroom/Drive as directed by the Teacher.

Teachers are able to provide individual feedback via the use of comments on Google Classroom, comments throughout Word Documents, Annotate and Explain Everything. Teachers will continue to work within our expectations for communicating with parents / carers in the event of a concern. Concerns re pupil engagement with remote learning will be shared with form teachers who will contact parents via email communication / telephone.

Pupils are expected to engage and complete all work set to the best of their ability in the time clearly allocated. Teachers will, where appropriate, provide help sheets and guidance to ensure the work is accessible for all pupils.

Pupils can, where appropriate seek further guidance from their teachers via messaging through the Google Classroom platform. Pupils should complete designated assessments, where set, to the best of their ability. These will be utilised to review progress and support future learning tasks. Clear instructions and guidance will be provided regarding the completion of formative and summative assessments and these will consider the circumstances at home and be clear and realistic. Pupils will be expected to follow the instructions to the best of their ability.

Setting work on Google Classroom

Teachers will present all work in a logical dated order for ease of access for pupils. The preferred documents format will be Word or PowerPoint. Depending on the subject, teachers will present work daily or for the week ahead.

Teachers will clearly label the following aspects of all work:

Instructions & guidance - Relevant information based on each task being completed, as well as 'help sheets' and guidance to support learning. e.g. worked examples and scaffolding should be present. Also providing opportunities and task which support and promote independence and metacognition- such as self-mark sheets, checklists etc…

Time allocated - The expected 'realistic' time to complete the work. This will not exceed the timetable allocated lesson time and should take account of the fact that pupils may largely be working independently – therefore some tasks may take longer than in a classroom setting.

Collation - How the work should be collated and stored by the pupil – e.g. save electronically for individual reference, make notes on paper, and keep for reference.

Pupils will be assured that their well-being and safety is at the forefront of the thoughts of staff and that pupils will be expected to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities. Pupils should continue to read on a daily basis, and continue to follow their interests and be creative.

Parents will be expected to support their child's learning to the best of their ability, by encouraging their child to access and engage in learning set by the Subject Teacher. Parents <u>must not</u> screenshot or copy information, messages or posts to share on social media or any other platform outside of Google Classroom. Parents can continue to contact the school as normal, and Teachers will strive to reply and give relevant feedback in due course within the opening hours of 9.15am and 3.20pm.

Parents should also be conscious that, if a pupil has been asked to isolate and work remotely from school, that teachers will require an appropriate timeframe in order to prepare and post remote learning tasks on **Google Classroom**. It is hoped that appropriate work will be scheduled within 2 days of the school being informed of the need for a pupil to self – isolate.

Parents should endeavour to check their daughter's completed work each day and encourage the progress that is being made. Parents should be mindful of mental well-being of both themselves and their daughter and encourage their daughter to take regular breaks, get fresh air and relax.

This policy will be reviewed every year

Date of next review – October 2021

Principal .... Date ....

Chair of Governors .... Date ....

Chair of the Board of Governors ....

Date ....

ST. FANCHEA'S COLLEGE

Remote Learning Agreement

2020-2021

In the event of Remote Learning:

To help my child at school, I know and understand that:

- I will ensure that my daughter is logged on to the Google Classroom platform using their school username.
- I will ensure that my daughter is enrolled in all classes using the codes/invitations provided through my daughter's school email.
- I will support my daughter's learning to the best of my ability.
- I will encourage my daughter to access and engage in learning set by the Subject Teacher(s).
- I will not screenshot or copy information, messages or posts to share on social media or any other platform outside of Google Classroom.
- I know that I can contact the school as normal, in a respectful manner, through the main college Office 028 66 322919, if I require support.
- Teachers will strive to reply and give feedback in due course; between the opening school hours of 9.15am and 3.20pm.
- I will check my daughter's completed work each day and encourage the progress that is being made.
- I will be mindful of the mental well-being and safety of both myself and my daughter by encouraging my daughter to take regular breaks, get fresh air and relax.

Signed: _____ (Parent / Carer)   Date: _____

Pupil Name: _____ Class: _____