SECKFORD EDUCATION TRUST
Providing a foundation for life

POLICY DOCUMENT

ICT Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Group
Date Approved:	Lent term 2020
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APPROVED Signature (Trust Board):	DATE ( )

1.   Other relevant policies and documents

- Access to Student Records Policy
- Trust Anti-Bullying Policy
- Code of Conduct for Staff
- Confidentiality Policy
- Data Protection Policy
- ICT Procedures Manual
- Information Handling Policy
- E Disaster Recovery Documentation
- Trust's E-Strategy

2.   Explanation of terms used in the policy

'Trust' = Seckford Education Trust
'School(s)' = schools within the Trust
'ICT' = Information Communications Technology
'MSP' = Managed Service Provider
'WDC' = Web Design Company
'VLE' = Virtual Learning Environment (Fronter)
'BYOD' = Bring Your Own Device
'e-strategy' = ICT Development Plan

When referring to 'staff' in this policy, that includes workers on site and volunteers.

3.   Policy statement

Technology plays an enormously important part in the lives of all young people. An increasingly wide range of devices provide unlimited access to the internet, to SMS messages, to blogging, to social media websites, to Skype, to wikis, chat rooms, and video and music sharing sites. This communications revolution gives young people unrivalled opportunities and the School should build on their existing skills and knowledge.   This revolution also brings risks. It is an important part of the role of the Trust and its Schools is to teach students how to stay safe in this environment and how to avoid making themselves vulnerable to a range of risks, including identity theft, bullying, harassment, grooming, stalking and abuse. They also need to learn how to avoid the risk of exposing themselves to subsequent embarrassment.

The Trust and its Schools will ensure all students leave the school with transferable ICT skills, knowledgeable in developing technologies and equipped for the next stage of their education or work life.

The Trust will, through this policy:
- educate Trustees, Governors, staff and students (and where relevant, their parents / carers) to use ICT effectively and safely and to support and develop lifelong learning skills;
- ensure the use of ICT as an effective and efficient teaching, learning, communication and management tool throughout its Schools;

- continuously improve the ICT capability of students and staff;
- provide access to high quality ICT resources and support for staff and students;
- teach Computer Science;
- ensure that all stakeholders understand the purpose of this policy.

Underpinning the approach the Trust takes to ICT as a learning tool are the following principles:
- Staff and students should have 'anytime, anywhere' access to ICT in the Trust and its Schools (wifi and mobile / handheld device access and less fixed desktop computer rooms);
- A mixed economy of ICT solutions and devices should be used to ensure students are prepared for the full range of ICT that they can expect to use in life;
- Staff are to have access to appropriate tools to enable them to use digital interactivity and display for learning (interactive projectors / whiteboards / remote learning platforms);
- ICT is one tool for learning and should be used when it is appropriate to do so;
- Learning resources should be virtually available at school and at home (use of the VLE and the need to provide for home access if needs be);
- Overall, the approach to learning through ICT should be one of 'a traditional curriculum through a 21st century pedagogy';
- All students should be taught how to use ICT safely (e-safety).

The Trust expects ICT to be a feature of planning in all subjects in all its Schools where it is appropriate to use it as a tool for learning. Discrete ICT lessons are not expected to be taught nor are they part of the curriculum structure of the Trust. The Trust expects students who wish to undertake a qualification course in ICT to take GCSE Computer Science. Computer Science will also be delivered flexibly and in line with the National Curriculum.

The strategic development of ICT is covered in the Trust's e-Strategy document. If a development in (hardware or software) is deemed to have the potential to improve teaching and learning or administration it will be reviewed, trialled and if proven to be successful, incorporated into use across the Trust.

This policy document outlines the structure and appropriate use of ICT for the Schools within the Trust. This policy covers the Trust and all its Schools and as such there is no need for each School to have its own policy.

The Trust has five websites, one for the Trust and one for each of the four Schools and Specialist Centres. These are designed by a WDC under contract to the Trust. The WDC also maintains the hosting and high level maintenance of the sites. The content updating is undertaken by a centralised marketing service at the Seckford Foundation at the request of the Trust and the individual Schools.

4. Responsibilities

4.1 Responsibilities of the Trust Board:

In discharging its responsibilities, The Trust will:

- ensure that the Trust ICT Policy is implemented and its purpose understood;
- establish clear lines of accountability for ICT and e-strategy implementation;
- periodically assess the effectiveness of the policy and ensure that any necessary changes are made; and
- work directly with the MSP and central ICT support / finance teams to ensure the strategic development of ICT and appropriate resourcing.

4.2   Responsibilities of the MSP:

The responsibilities of the MSP are set out in detail in the contract and service level agreement. Broadly, the responsibilities should cover:
- Management of the ICT element of the Schools' capital expenditure under the direction of the Trust Leadership Group (TLG);
- Purchase / procurement of hardware and software resources for the Trust and its Schools;
- Installation / setting up of hardware / software on School premises;
- Provision of support at Level 2 and above;
- Disaster recovery.

4.3   Responsibilities of the WDC:

The responsibilities of the WDC are set out in detail in the contract and service level agreement. Broadly, the responsibilities should cover:
- Design and design maintenance of all Trust web sites;
- Uploading of sites to host and undertaking testing;
- Provision of support for the sites;
- Disaster recovery.

4.4   Responsibilities of central ICT support service:

The responsibilities of the central ICT support service are set out in detail in service level agreement with the Seckford Foundation. Broadly, the responsibilities should cover:
- Installation / setting up of hardware / software on School premises with the MSP;
- Provision of a Level 1 and 2 support service;
- Overseeing the data backup process on each School site.

Where required this should be under the direction of and working with the MSP.

A detailed Job Description and Person Specification outlining the skills and responsibilities of ICT Technicians is available from the Trust.

4.5   Responsibilities of central marketing support service:

The responsibilities of the central marketing support service are set out in detail in service level agreement with the Seckford Foundation. Broadly, the responsibilities should cover:

- Assisting the Trust and its Schools with content creation for their websites;
- Undertaking the manual updating of pages and content on the websites;
- Overseeing the website backup process for each site to ensure that content is not lost;
- Where required this should be undertaken with the WDC.

4.6   Responsibilities of Headteachers:

The Heads of each School are responsible for:
- the day-to-day operation of the ICT Policy in their own School, including the promotion and modeling of the appropriate use of ICT resources;
- ensuring ICT resources are appropriate for the learning, communication and management needs of the staff and students;
- identifying work needed to be undertaken by ICT technician(s) provided from the central ICT support service;
- ensuring the e-safety of students when using ICT;
- leading on the development and creation of up-to-date content for the relevant websites, including (promoting) the use of relevant social media to highlight the good work of their School.

4.7   Responsibilities of all staff:

Staff should:
- be familiar with the ICT Policy and all ICT-related policies of the Trust and its Schools (listed at the beginning of the policy in Section 1);
- sign and adhere to the Acceptable Use Policy for staff (see ICT Procedures Manual);
- keep their ICT skills up-to-date and ensure that, through the performance management process, skills shortages are identified with line managers and appropriate training requested;
- ensure they are using the provided ICT systems to enhance the progress and achievement of students, for administrative purposes and appropriately for communication;
- undertake and take note of any structured auditing of the ICT skills of students to inform planning and teaching;
- role model the effective use of ICT to students (and where relevant, parents / carers);
- promote and ensure e-safety through the curriculum and all use of ICT by students.

In particular, teachers are expected to plan for the appropriate learning of ICT skills through their Schemes of Work and lesson plans along with literacy, numeracy and SMSC.

4.8   Responsibilities of students:

Sign and adhere to the Acceptable Use Policy for students and the iPod Touch Acceptable Use Policy (see ICT Procedures Manual).

4.9   Responsibilities of parents / carers:

Sign and adhere to the iPod Touch Acceptable Use Policy (see ICT Procedures Manual).

5.   Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Headteacher of the relevant School in the first instance.

Complaints that are in the public interest and relate to suspected malpractice may be appropriate to raise under the Trust's Whistleblowing Policy.

6.   Compliance and performance monitoring

The Trust Board will review this policy every two years and ensure that practice across all schools is in line with this policy. Any review will take into account the most up-to-date legislation and guidance.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with polices can be tested. Those most relevant to this policy include:

- Internal Audit