



TRINITY SCHOOL

ICT Curriculum Policy

All students now have access to a personal device. This will be used to enhance teaching and learning activities and to support the organisation of their work. Teachers are also able to use the fixed ICT spaces, as well as the banks of laptops available.

Our ICT Curriculum acknowledges that our students have a great range of technical expertise when they join us. However, we are not complacent in this belief, and we believe that students should follow a clear ICT curriculum. Such a curriculum outlines specific skills students should master, as well as their appropriate applications.

The curriculum model is built around front-loading the teaching of ICT skills and providing opportunities for students to consolidate across the curriculum. There are also specific opportunities for departments to train students in bespoke software. The design will align itself closely with the Digital Competence Framework (Appendix A).

Our curriculum is focused as follows:

1. **First Year Student Induction:** Logistics and Appropriate Use
2. **Autumn Term of First Year:** Microsoft Office in Computing, Appropriate Use in PD
3. **Spring and Summer Term of First Year:** Embedding of Skills and Department-Specific Training
4. **Second Year:** Consolidation of Skills
5. **Autumn Term of Third Year:** Advanced ICT Skills Programme
6. **Spring and Summer Term of Third Year:** Consolidation of Advanced Skills
7. **Lower Sixth Induction:** Logistics, Office 365 (OneNote & Teams), Collaboration, copyright & plagiarism

Junior Year students will have tutor-time activities to ensure the devices are working and that students are aware of the rules. Students will follow a curriculum and work towards their Digital Skills Certificate they can earn in December that qualifies them to take the device home.

1. First Year Student Induction

IT Induction	Digital learning Induction	Computing Lessons	PD / Form Times
Introduction to Hardware E-mails: sending an e-mail, attachments Teams MSP	Teams OneNote -loading subject notebooks -different spaces OneDrive Collaboration tools Stylus	Microsoft OneNote Microsoft Word Printing Windows Explorer	Acceptable Use Netiquette E-mail Etiquette Calendar and SOCS

During the first three weeks of Autumn Term, assignments should avoid using Microsoft OneNote. This is to ensure all students feel comfortable being assessed using this software.

Precise details of individual Microsoft programmes are provided in Appendix B.

2. Autumn Term of First Year

a) First Half Term

- Microsoft Word
- Microsoft Teams
- Microsoft OneNote
- Version Control
- Microsoft PowerPoint

b) Second Half Term

- Microsoft Excel
- Publication Software

The curriculum will end with a project that will be assessed on a pass / fail grade. As accreditation, students may be entered into the Microsoft Education Academy. They can earn badges and get recognition towards being a Student Digital Leader or Microsoft Student Ambassador.

Evidence of these lessons will be put in a bespoke whole year group OneNote. This will act as a Skills Passport and be added to as they progress. Students new to Trinity outside of these years will be provided with a completed notebook for reference and given the opportunity to engage with any learning resources created.

ICT support will be available during Autumn Term for classes new to technology within the classroom.

Students will receive copies of these skills passports.

3. Spring and Summer Term of First Year

All departments will help to build upon the skills acquired during the Autumn Term as well as train students with more subject-specific skills. These skills may directly involve use of ICT resources but may also look at ethical or PD issues related to the use of ICT.

Department Specific Skills

In addition to the Computer Science scheme of work, we will also focus on:

- Graphical Layout Skills (DT)
- Identification of useful sources and images (Geography and Science)
- Basic Referencing (History and RS)
- Special Characters (Modern Foreign Languages/MFL)
- Online Dictionaries (WordReference) and Google Translate (MFL)
- Graphs, Sequences, Formulae in Excel (Mathematics)
- Finance in Excel (Mathematics)
- Photo and Video Editing (Art)
- Plagiarism (English)
- Musical Notation Software – Sibelius (Music)
- Social Media (PD)
- Presentation Skills (appropriate use of PPT) (Drama)

4. Third Year Advanced ICT

There will be an advanced ICT curriculum covered in Third Year to support students as they enter the GCSE and A Level curricula. This will involve departments covering the following skills.

- Citation Manager and Referencing
- Content Tables
- Advanced Excel Formulae
- Presentation Skills (with and without ICT)

5. Lower Sixth

As with the Third Year, the curriculum will focus on skills required for reports, essays and research. This will include Office skills and information on citation, copyright and plagiarism.

As the introduction of technology in lessons is growing, this Policy will be reviewed frequently and in response to curriculum need.

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Policy approved by:	Senior Management Team
Date of next review:	September 2026

Appendix A: The Digital Competence Framework

- 1) **Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content. To be able to format data so it can be understood and used to inform.
- 2) **Communication and collaboration:** To interact, communicate and collaborate through digital technologies. To participate in work collaboratively with others to produce information or presentation. To manage one's digital identity and reputation. To communicate clearly through different mediums effectively, being aware of formal and informal language.
- 3) **Digital content creation:** To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. Be able to pick the right software and medium to complete set work.
- 4) **Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
- 5) **Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

Appendix B: Office 365 Curriculum

Windows Explorer

- Rename a File
- Create a Folder
- Document Syncing Overview
- Navigate File Structure / Arranging Files
- Sync Teams to Windows Explorer

Microsoft Word

- Font (change font, size, colour, underline)
- Add bullet points / indentation
- Add columns
- Change orientation and size of page
- Create and manipulate a table
- Find and Replace
- Adding and Manipulating an Image
- Adding Header / Footer
- Adding a Page Break
- Use Word Count and Language Checking Tools

Microsoft Excel

- Formulae / Functions
 - SUM
 - COUNT / COUNT
 - IF variants
 - AVERAGE
 - MIN / MAX
- Formula Check

- Charts
- Print Area (Width and Height)
- Footers
- Copy and Paste Variants (values only etc)

Microsoft PowerPoint

- Add / Copy and Paste Slides (re formatting as well)
- Embed videos / images
- Recording PowerPoints
- Transitions
- Animations and Ordering
- Comments – reviewing and resolving

Microsoft OneNote

- Navigating around workbooks
- Navigating around OneNote's sections
- Organising pages within OneNote
- Copying pages or resources
- Adding Multimedia / Written Responses

Microsoft Teams

- Assignments
- Using the Calendar
- Sorting out AV issues
- Writing on the Wall
- Files in Teams