



## **BCA Educational Technology Policy**

### **Statement of Intent**

The British College of Andorra recognizes the potential of educational technology as an invaluable tool that enhances teaching and learning. This Educational Technology Policy aims to provide a framework for the responsible and effective use of technology in our school to support student learning, enhance teacher effectiveness and, along with other key policies, ensure the safety and security of our digital environment.

### **Aim of Policy**

This policy outlines the principles and guidelines for the use of educational technology resources within The British College of Andorra. It sets forth expectations for students, staff, and administrators regarding the productive, responsible and ethical use of technology in the educational setting while acknowledging the immense value and importance of educational technology.

### **Application of Policy**

The Policy should be followed by all teachers and teaching assistants at the school, and the IT support department.

The Policy applies in all situations related to the planning and delivery of teaching and learning experiences at the school.

There are no conditions, restrictions, exclusions or special situations, except in the case of significant technology failure or interruption in internet service, for example.

### **Related policies, procedures, forms, guidelines, and other resources**

BCA Data Protection Policy  
BCA IT Acceptable Use Policy  
BCA Behaviour Policy  
BCA Inclusion Policy

This policy has been developed in alignment with the school's Guiding Statements, and with the standards and practices both of the taught programmes of the IB and IGCSE, and of the NABSS inspection agency

## Process

Following a whole staff technology training (September 2023) and the school's significant investment in additional technology (also September 2023), this Policy has been prepared by the Principal and shared with the Leadership Team and a selection of staff for further input. Significant use of Chat GPT was used in the creation of the text of the policy, followed by a process of reorganising and contextualising the products of AI. The idea of Educational Technology largely writing its own Policy was an attractive one.

## Publication Information

Internal and External publication

History: This is policy supersedes the BCA ICT Policy (2018)

Policy approved: October 2023

Effective: October 2023

Review date: June 2025

Approved by: Principal

## **Policy Statement**

### **1. Guiding Principles**

#### **1.1 Accessibility and Inclusion**

The British College of Andorra is committed to ensuring equitable access to technology resources for all students, recognizing the critical role technology plays in closing educational gaps and providing equal opportunities for learning.

Educational technology can be customised to accommodate diverse learning needs. Tools such as screen readers, closed captioning, and assistive technology applications ensure that all students, including those with disabilities, have equal access to educational content.

#### **1.2 Educational Purpose and Resources**

Technology is a powerful educational tool that enriches the learning experience, enabling students to explore, discover, and engage with complex concepts and diverse resources in innovative and meaningful ways. Technology grants students access to a vast array of educational resources, including online libraries, multimedia content, and interactive simulations.

#### **1.3 Digital Citizenship**

All members of The British College of Andorra community are expected to practice responsible and ethical digital citizenship, understanding that technology is an essential aspect of modern life and education.

## 1.4 Professional Development

Continuous professional development opportunities will be provided to staff to ensure they have the necessary skills to harness the value and importance of educational technology in enhancing teaching and learning.

## 2. Technology Integration and Learning Enhancement

### 2.1 Curriculum Integration

2.1.1 Teachers are encouraged to integrate technology into their curriculum and lesson plans where appropriate, recognizing that technology can create interactive and engaging learning experiences and prepare students for the digital world.

2.1.2 In responding to the above, teachers should strive to access higher levels of the SAMR Model ([https://en.wikiversity.org/wiki/Instructional\\_design/SAMR\\_Model/Identifying\\_SAMR\\_Application](https://en.wikiversity.org/wiki/Instructional_design/SAMR_Model/Identifying_SAMR_Application)), a model which proposes a four stages of increasing sophisticated and transformative educational technology integration: Substitution, Augmentation, Modification and Redefinition.

2.1.3 The use of technology for non-curricular purposes, for example entertainment or behaviour management, is not encouraged.

### 2.2. IT and Computing Curriculum

In addition to the general integration of educational technology, children from Years 1 to 9 receive specific instruction in Computing and Information Technology, following the English National Curriculum.

### 2.3. Immediate Feedback

Technology provides immediate feedback, through online assessments, automated grading, and other interactive exercises. This quick feedback loop helps students to track their progress, identify areas of improvement and adjust their learning strategies accordingly.

### 2.4 Collaborative Learning

Digital tools and platforms promote collaborative learning, fostering communication and teamwork among students both within and beyond the classroom. Virtual classrooms, discussion forums, and shared document editing support collaborative projects and peer-to-peer learning.

## 2.5 Remote and Blended Learning

In cases of unforeseen circumstances, educational technology can facilitate remote and blended learning, ensuring continuity in education while prioritising the safety and well-being of students and staff.

## 3. Digital Citizenship Education

The British College of Andorra recognizes the value of digital citizenship education in preparing students to navigate the digital landscape responsibly and safely, equipping them with skills essential for success in the digital age.

3.1 Students will receive comprehensive, age-appropriate instruction on responsible and ethical digital behaviour, including the following key areas:

- **Risks of Social Media:** Students will be educated about the potential risks associated with social media use, including privacy concerns, cyberbullying, and the importance of respectful online communication.
- **Screen Time Awareness:** The school will promote awareness of healthy screen time habits, educating students about the potential impact of excessive screen time on physical and mental well-being.
- **Staying Safe Online:** Students will be taught strategies to stay safe online, including safeguarding personal information, recognizing phishing attempts, and understanding the consequences of sharing sensitive information.
- **Cyberbullying Prevention:** The British College of Andorra is committed to preventing cyberbullying. Students will receive guidance on recognizing and reporting cyberbullying incidents, as well as understanding the emotional and psychological impact on victims.
- **Digital Footprint and Reputation:** Students will learn about the concept of a digital footprint and how their online actions can impact their future, including college and career opportunities.

## 4. Educational Technology provision

4.1 Technology provision at BCA includes the following (October 2023)

- Interactive i3 boards in all classrooms
- A dedicated IT suite equipped with a class set of iMacs
- 2 bookable class sets of iPads
- One class iPad in each Early Years and Primary classroom.
- 2 bookable class sets of Google Chromebooks
- Individual school-managed Chromebooks issued to all students in Years 10, 11, 12 and 13
- Appropriate IT systems and personnel to support the effective operation of the above.
- Programmable calculators issued to all students in Years 12 and 13

- Subscriptions to an appropriate range of online learning resources and platforms.

4.2 Specific technology supplied to support students with Special Educational Needs, to enable access to the written, taught and assessed curriculum. This will be provided either by the parent or by the school, by mutual agreement.

#### 4.3 Personal Devices

The use by students of personal devices, including personal laptops, smartphones and smart watches within The British College of Andorra is subject to additional policies and guidelines, and is in general not permitted.

### **5. Concluding Statement**

By adhering to this Educational Technology Policy and the digital citizenship education components, The British College of Andorra aims to create a safe, inclusive, and productive digital learning environment that prepares students for the challenges and opportunities of the digital age while promoting responsible and ethical digital behaviour.