

Ballymacward Primary School



ICT Policy

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1. STATEMENT

ICT in the Curriculum

“At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society.”
(The Northern Ireland Primary Curriculum, p.5)

Using Information and Communications Technology is one of three cross curricular skills:

- *Communication*
- *Using Mathematics*
- *Using Information and Communications Technology*

Using Information and Communications Technology

Information and Communications Technology across the curriculum has the potential to transform and enrich pupils’ learning experiences and environments. It can empower pupils, develop self esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils’ thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

Pupils should develop the skills of Using ICT by engaging in meaningful research and purposeful activities set in relevant contexts. They should use ICT to handle and communicate information, solve problems, pose questions and take risks. They should process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

(The Northern Ireland Primary Curriculum, p.7)

The “Five Es”

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills to:

Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;

Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used

Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

Throughout all of this work, children should understand how to keep safe and display acceptable online behaviour.

2. Vision for ICT

Technological development in recent years has made the world around us an exciting place where distances and circumstances maintain few barriers to the journeys of enquiring minds. At Ballymacward Primary School we value the enquiring minds of our pupils and strive to arm them with the confidence and skills to meet life's challenges by embracing the benefits of ICT and using them to full advantage.

To this end, we envisage an environment where the use of digital technology is regarded as an integral part of our everyday practices and administration and we are open to the ever-emerging opportunities that ICT affords to lead the school into new and innovative practices.

The Board of Governors, staff and parents share the vision of equipping the children with the ICT skills and resources which are essential in this modern world.

Our vision encompasses the following aims:

- To ensure that all pupils are afforded equality of access to ICT.
- To ensure that the use of ICT becomes an integral part of the curriculum in our school.
- To ensure that planning in ICT and management of ICT resources and infrastructure becomes an integral part of our school planning.
- To raise levels of pupil competence and confidence in using ICT - by developing children's knowledge, understanding and skills in using a range of ICT tools to enhance learning experiences across the curriculum.
- To support teachers in their own professional development.
- To raise levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of children's work (using ICT as an integral part of the processes and the management of teaching and learning).
- To use ICT to enhance and enrich children's learning and add to its enjoyment.

- To provide access to electronic sources of information and interactive learning resources.
- To enable children and teachers to have access to immediate and up-to-date sources of information.
- To develop children's independent learning skills using ICT across the curriculum.
- To develop information handling and research skills.

3. Resource and Organisation

ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

As children progress from P1-P7 they are given opportunities to use a variety of ICT resources including.

- Computers, Laptops, iPads
- C2K My-School Resources
 - The Internet,
 - Fronter VLE
 - EQUELLA digital content management repository
- Recording devices – USB Microphones
- Headphones
- TV, DVD Player
- Calculators
- Cameras – including digital video cameras, web cam
- Remote Control Devices
- Programmable Toys – Bee-Bot, Roamer
- Interactive Whiteboard
- Bug Club Reading Scheme
- Accelerated Reader/ Accelerated Maths
- iPads

Resource Provision

The school has a networked ICT system managed by C2K consisting of 40 iPads, 5 PCs, 12 laptops and a centralized printer/photocopier. There is an Interactive White Board (IWB) installed in each classroom. Two wireless routers located at each end of the school.

- There are networked PC's located in Mrs McGuigan's classroom, Mr Kennedy's office and in the ICT area.
- All C2K PCs provide a wide range of software titles to suit curriculum needs. Teachers select software appropriate to children's needs and abilities, taking into account progression from Y1-Y7
- Each classroom has an adjustable Interactive Whiteboard which is used by both teachers and pupils.
- All classrooms are able to utilize the laptops via the wireless network, providing access to software and the Internet
- The network provides access to colour and grey tone shared printing facilities via the printer/copier located in the school's office

- Additional PCs/laptops (14) are located in the computer suite in the Key Stage 2 Resource Area.
Pupils in Year 1-3 have access to an ipad (one between two pupil's ratio).
- Pupils in Year 4-7 have access to an individual iPad.
- iPads can be requested by a teacher if needed for group work.
- Teachers may connect mobile devices to the network in order to carry out curriculum research, planning etc.
- Beebots are available for use by all year bands from the ICT Co-coordinator.
- The school takes appropriate account of children's ICT experiences outside of school by offering an afterschool club each Monday (Digital Club) as part of our Extended Schools Programme. This allows children to further enhance their ICT skills
- **The ICT coordinator and School Principal oversee the planning and provision of ICT resources.**

4. Access

Pupil Access

- Through C2K computers all pupils have access to software titles appropriate to their curriculum needs and learning needs
- Through C2K computers all children have access to the Internet
- Through the network, children in each classroom have access to printing facilities (colour and black/white)
- Children have access to additional PCs/laptops located in the computer suite and to their class iPad (and others if borrowed from other classrooms).
- Children have access to appropriate apps on the iPads.
- Where a class or large group may require use of the computer suite or large numbers of laptops, this is agreed with the ICT coordinator.
- For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the SENCo we will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access.

Pupil Assistance and Supervision

- Children use ICT resources under the guidance of the Classroom Teacher, SENCO or Classroom Assistant
- The use of the Internet is always a supervised activity

Specialist Equipment

- Where appropriate, some pupils with Special Educational Needs have access to specialist equipment.

Teacher Access

- All teachers have access to the C2K system
- Through C2K computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice
- Through C2K computers/laptops all teachers have access to the Internet
- All teachers have access to laptops available for use on the network and for home use
- All teachers have access to ICT equipment such as interactive whiteboard, cameras, iPads etc. to facilitate a variety of teaching approaches

Strategies for Using ICT Resources

Where appropriate, our pupils will have opportunities to use ICT resources to carry out:

- Individual work
- Group activities
- Whole class activities

Children may share in an activity where an interactive whiteboard or a visualizer is used

All children will have planned opportunities to use ICT resources. All children in the class will not be expected to complete the same task. Each task will be suitably differentiated. A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

5. **Planning**

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 'E's – Explore, Express, Exchange, Evaluate and Exhibit. All pupils have opportunities to develop a wide range of skills and competencies commensurate with their age and abilities as they progress through the school from P1 to P7. Progression in key areas of ICT has been identified and agreed by all staff.

Planning at Whole-School Level.

- The Principal, ICT Co-coordinator, staff, governors and parents are consulted on how ICT is incorporated into the School Development Plan
- An ICT Action Plan is drawn up annually by the ICT Coordinator and is reviewed as appropriate
- A **Line of Development for ICT** that ensures progression and continuity for children from P1-P7 has been drawn up and agreed by all staff.

Planning at Year-Group and Class Levels

- ICT is embedded into Yearly planners
- ICT is integrated into our half-term and weekly plans and takes account of progression

Teachers meet to discuss and review progress, share experiences of using ICT, scrutinize samples of children's work (including completed CCEA UICT Tasks – if appropriate) and discuss the effectiveness of planning.

6. Assessment, Recording and Reporting

Children's use of ICT is assessed and recorded by the classroom teacher using the following approaches.

- Formative assessment methods - observing and questioning during classroom activities
- The child's achievements may be recorded by the teacher completing a check-list of skills, knowledge and understanding
- Summative assessment methods - in collecting samples of children's work in Using ICT
- The CCEA Accreditation tasks are used to develop and assess pupil competence in ICT through carrying out tasks in curricular contexts. All pupils receive levelling for their ICT capability at the end of Key Stages 1 and 2.

Teachers will pass information about pupils' progress to colleagues, parents and to governors

Colleagues:

- Discussion of group and individual progress regarding skills/level
- Passing on samples of work as the child moves to a new teacher.

To Parents/Guardians:

- Discussion during parent interviews
- By a formal comment regarding ICT Competence on the child's written report at the end of the year.

To Governors

- Presentations to the governors about ICT progress illustrated by samples of work.

7. Provision for Pupils with Special Educational Needs

It is important to recognise the potential of ICT to help address children's individual learning needs. ICT is used to enhance the learning experiences of children with special educational needs within the school.

- Where appropriate specialist hardware equipment, such as a touch screen, big mouse, big keyboard etc. will be made available to meet a child's needs
- Where appropriate, specific software e.g. Talking Word Processors, are used to assist learning e.g. 'Read n' Write'
- Where appropriate, teacher developed resources are used to assist learning.

8. Equity of Access

All children will have equity of access to the use of ICT across the curriculum. Children of all ages, ability levels, and backgrounds will have equal access to ICT resources.

It is important that children who do not have ICT resources at home should not be disadvantaged. To facilitate this, access is made available to ICT through time set aside within the school day.

10. Internet Safety

The school has internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Internet Acceptable Use Policy, which has been communicated to and agreed by staff, pupils, governors and parents. Pupils are provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour at a level appropriate to their age and ICT capability. (UNCRC: Article 17)

See **eSafety Policy**.

Each classroom displays SMART poster to remain children how to stay safe online. These have been devised through discussion with the children. (A 'SMART Poster' is displayed in the ICT area: <http://www.kidsmart.org.uk/beingsmart/>).

11. Staff Continuing Professional Development

Staff development in ICT is ongoing within the school. It is our aim to raise the level of staff competence and confidence in UICT by:

- Giving teachers and support staff opportunities to attend INSET – to develop their knowledge and use of ICT across the curriculum
- Providing in-school support for teachers and support staff who require assistance in developing particular aspects of UICT skills, knowledge and understanding
- Sharing good practice in the use of ICT
- Seeking opportunities for involvement in ICT-based projects within and beyond the school
- Participation in online learning.

12. The Role of the ICT Coordinator

The role of the ICT Coordinator includes the following:

- It is the responsibility of the ICT coordinator to assist all teachers with the implementation of this policy.
- The ICT coordinator has the responsibility for the management of the resources, which are required for the implementation of this policy.
- The ICT coordinator will distribute information regarding new developments in ICT to other members of staff.

- The ICT coordinator will be responsible for any staff INSET in the development of ICT.
- It will be the responsibility of the ICT coordinator to ensure that the system for reviewing this policy is initiated.
- The ICT coordinator will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of new documents/articles on UICT.

13. The Responsibility of the Classroom Teacher

We recognise the need for the ongoing development of ICT capability to reflect the constantly changing nature of technology. We have a culture of continuing professional development of all staff, including support staff as appropriate. This will be provided in accordance with the school development plan and based on audits of identified need as well as developments in technology.

It is the responsibility of the classroom teacher to:

- Contribute to whole-school planning for UICT
- Integrate UICT into curriculum planning, classroom teaching and the assessment of children's work
- Ensure that any ICT resource/software used in the classroom is appropriate to curriculum needs and children's learning needs
- Ensure health and safety practices are carried out
- Discuss and devise with the children rules for using the computer
- Implement the e-Safety Policy

References

- The Northern Ireland Primary Curriculum
http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf
- DE Circular 2016/27: Online Safety Guiding Principals
<https://www.educationni.gov.uk/sites/default/files/publications/education/DE%20Circular%202016.27%20Online%20Safety.pdf>

Other Relevant School Policies

- eLearning
- Internet Safety: Advice to Parents
- Internet safety advice
- Policy for the use of the internet and digital technology
- Computer Safety Guide
- Pupils Rules for the Internet
- Teacher iPad Policy
- Social Media
- Mobile Phone

Review

Because of the rapidly changing nature of technology this policy will be reviewed on an annual basis by the ICT Co-ordinator, in consultation with the Principal, teaching staff and governors.