

Our Lady's P.S.



## Using ICT Across the Curriculum

### Schedule for Developing, Monitoring and Reviewing Policy

The implementation of this Using ICT policy will be monitored by: ICT Co-ordinator

Date ratified by Board of Governors: 20/4/26

Signature – Board of Governor Chairperson: Claire Mc Caran (Vice chair)

Signature – Principal: J. Jones

Monitoring and Reviewing: April 2029

# Our Lady's Primary School Ethos Statement

Our Lady's Primary School is a focal point for the community. We want our school to be a caring environment which effectively develops the academic, personal, social and spiritual potential of each child.

We are a Catholic school and as such we have a distinct ethos, but we welcome children from all faiths and none.

Catholic Education takes place in communities inspired by the spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond Catholic schools.

The education in our school is person centred. It promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God.

Catholic Education is inclusive. It is respectful of, and engages with people of all beliefs; it encourages the religious development of all in their own faith.

Catholic Education is rooted in the gospel values of respect for life, solidarity, truth and justice; it aims to harmonise faith and culture, build a better society and pursue the common good.

Together we aim to provide high quality rounded education for all our children so that they develop their full uniqueness and potential.

In our school the person and message of Christ find expression in:

- Communities of Faith, Service, Prayer and Worship;
- The development of each person's full potential in a climate of joy, freedom, respect, challenge, co-operation and celebration;
- The enrichment of pupil life-intellectual, physical, spiritual, moral, social and emotional;
- The promotion of a spirit of charity, social justice, global awareness and concern for others leading to practical outreach and partnerships;
- A culture of tolerance where people of diverse identities are recognised welcomed respected and cherished;
- Listening, mutual understanding, trust, reconciliation, healing and peace;
- The preparation of pupils to lead fulfilling and purposeful lives which will contribute to the common good;
- Promotion of family life, parish and world.

## Introduction

Information and Communications Technology (ICT) encompasses a variety of systems that handle electronically retrievable information. These include computers, programmable robots, recorders, iPads, calculators, digital cameras, video cameras, and more. ICT involves creating, collecting, processing, presenting, and communicating information in diverse ways for various purposes.

## Rationale

In Our Lady's, we aim to foster lifelong learners by integrating ICT across the curriculum to enhance teaching and learning. ICT empowers pupils, builds self-esteem, and promotes positive attitudes. It enables independent, flexible learning and supports holistic development. We aim to be self-evaluative in the use of ICT, reflecting on current practice and keeping abreast of emerging technologies.

This policy makes clear statements to ensure provision, continuity and equal opportunities across all key stages. It is compatible with all existing policies and should be read along with the E-Safety Policy and Acceptable Use Agreement.

## The Role of ICT in the Curriculum

*"At the heart of our curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society."*

*(N.I Curriculum – Skills & Capabilities)*

Using ICT is one of the 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 "Five Es"

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

#### **Explore**

Children 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;
- understand how to keep safe and display acceptable online behaviour.

#### **Express**

Children 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

Children should be enabled to:

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

## Evaluate

Children 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

Children should be enabled to:

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

## Our Vision for ICT

At Our Lady's Primary School, we recognise the vital role that Information and Communication Technology (ICT) plays in modern education and in the everyday lives of our pupils. We are committed to embedding ICT across all areas of school life— enhancing learning, teaching, curriculum delivery, school management, and administration.

We actively promote a digital culture where ICT is seamlessly integrated into teaching and learning. We aim to foster an environment where digital tools are used thoughtfully and responsibly to support creativity, collaboration, and critical thinking.

We understand that ICT is constantly evolving, and we are committed to staying responsive to new developments and innovations. ICT is not only a valuable educational resource but also a means of promoting a positive school image and supporting pupils in developing confidence and self-esteem.

We believe that ICT has the flexibility to meet the diverse needs and abilities of all learners, including those with additional learning needs. It serves as a powerful motivator, encouraging engagement, teamwork, and meaningful interaction between staff and pupils. Most importantly, we view ICT and digital technologies as essential tools for preparing pupils for life in a digital world. Through engaging and challenging digital experiences, we aim to develop pupils' thinking skills, personal capabilities, and lifelong learning habits. All ICT use within the school is designed to enhance educational outcomes. Activities are planned with a clear focus on using ICT as a medium to support learning, with an emphasis on developing Thinking Skills and Personal Capabilities. We strive to provide rich digital experiences that promote effective communication, collaboration, and problem-solving.

By using ICT in Learning and Teaching we are:

- Extending and enhancing learning across all areas of the curriculum.
- Contributing to raising standards in literacy, numeracy, and other areas of learning.
- Encouraging our pupils to select and use ICT appropriate to the task.
- Developing skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- Instilling in them a sense of confidence, achievement, and enjoyment.
- Enabling our pupils to extend their learning beyond the school environment.
- Ensuring our teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching.
- Enabling our pupils to develop the skills of using ICT safely and responsibly in a safe, learning environment.
- Providing Remote and Blended Learning opportunities for children to access the curriculum beyond the school environment.
- Engaging with students and parents online to provide access to a variety of sources of information.

In Management and Administration, we continually Use ICT to:

- Create, use, and adapt high quality digital teaching resources.
- Support communication with parents and the wider school community through the use of the school website and the parent app.
- Encourage sharing of resources and good practice through ICT.
- Increase professional efficiency through the use of SIMS for record keeping, reporting, and communicating.
- Enable the use of pupil performance data recorded on SIMS to inform strategic planning.

### Strategies for use of ICT

- Since the focus of the Northern Ireland Curriculum is now on 'Using' ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum – Literacy and Numeracy etc.
- ICT is planned and delivered as an integral part of each curriculum area to support and enrich children's learning.
- All pupils are given equal access opportunities through management of ICT resources.
- ICT is a statutory entitlement for all pupils – never a punishment or reward.

### Responsibility

#### The Role of the ICT Coordinator

The ICT Coordinator is responsible for ensuring that there is a consistent approach to the development and progression of ICT throughout the school. To achieve this, they:

- Promote the use of ICT across the curriculum areas in all age groups.
- Provide leadership and direction.
- Play a key role in school policy development in relation to ICT and teaching and learning.
- To liaise with the principal to set priorities and targets to improve ICT provision and brief teachers on the progress of ICT action plans etc.

- Support, guide and motivate colleagues to ensure that they have the opportunity to develop their ICT skills and knowledge- which may require the provision of training for staff.
- Using the outcomes of monitoring and evaluation to ensure standards are raised/ maintained.
- Ensure that there is a consistent approach to the monitoring and evaluation process by visiting classrooms, speaking to pupils (focus groups), pupil evaluations' from P3 onwards ensuring progression and continuity within the chosen area/desirable feature for the current school year (see Monitoring File)
- Familiarise staff with the 'types' of ICT we focus on throughout the year.
- Keep teachers fully informed of all ICT developments.
- Monitor teaching and learning to ensure progression.
- Ensure equipment is in a good state of repair and report faults to C2k.
- Ensure all staff are aware of the health and safety aspects of using ICT and the location and positioning of equipment in the classroom.

### The Role of the Principal

- Oversee the way ICT should support, enrich, and extend the curriculum experiences.
- Liaise with the ICT Co-ordinator to decide on the provision and allocation of resources.
- Liaise with the ICT Co-ordinator to ensure ICT is integrated into the School Development Plan.
- Liaise with the ICT Co-ordinator to ensure that the E-Safety Policy and Acceptable Use Agreement is implemented.

### Planning and Progression

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. Priorities for ICT development

are identified in the Action Plan year on year. INSET days are held to plan, evaluate, and monitor ICT throughout the school. All staff are involved in creating a whole school scheme of work overview in ICT which displays progression and continuity for children from year 1 to year 7 in the Desirable Features.

### School Development Plan

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an annual basis, considering developments in technology and outcomes of monitoring and evaluation procedures.

### Staff Development

We recognise the need for the on-going 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. INSET training is regularly set aside to support this and is provided in accordance with the school development plan. The ICT Co-ordinator attends relevant online courses and disseminates information to staff hence continuing personal professional development also. We enlist the support of leading ICT organisations such as the AMMA Centre to support our continuing professional development in the area of ICT and digital technologies.

### ICT to support inclusion

'Good use of ICT to support Inclusion helps everyone. Materials developed or adapted to meet the needs of learners with special needs can often support all pupils learning more effectively so everyone benefits.' Becta ICT Research 2005

There is great potential for using ICT to promote inclusion and for supporting personalised learning. Different learning styles can be addressed by using a range of media such as sound, pictures, text and film that can be manipulated by pupils using an interactive whiteboard to reinforce learning.

The school's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory disability.

### Assistive Technologies:

For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. Assistive technologies can make learning accessible for all and remove possible barriers to communication. We work closely with the Sensory Service in the EA to support those learners with a visual impairment to enable them to reach their potential and support them in their learning. In co-operation with the SENCO we endeavour to provide, wherever and whenever possible, appropriate software and hardware (Nessy Reading and Spelling, Read Write Gold) to enable such access.

### Monitoring & Evaluating

Teachers routinely evaluate their use of ICT in learning and teaching and the impact on pupil outcomes. They also ensure progress of pupils' ICT capability year on year within the five 'E's.

The ICT Co-ordinator collects samples of work for monitoring purposes in each year group – two tasks per term in Term 1 & Term 2 and one task in Term 3. This shows what is going on in ICT throughout the school ensuring progression and continuity within the Desirable Features. Examples of good practice are shared, and feedback provided at year group / whole school level.

The school website- <https://www.ourladyspstullysaran.com> and Our Lady's PS, Tullysaran app - 'School's Northern Ireland' are all vehicles through which parents are kept up to date with school news, affording them the opportunity to view curriculum work ongoing in classes.

In line with other focus subject areas – Literacy and Numeracy, the principal and ICT coordinator evaluate our yearly ICT planning. Staff training is identified for the following year and priorities are identified for ICT development.

## Assessing, Recording and Reporting

Using ICT in Our Lady's is assessed by:

- Using CCEA tasks from Primary Three to Primary 7 (Primary One and Primary Two are 'working towards') to record children's achievements. These tasks ensure that every child is having experiences in the 5E's which are statutory. 'Progression in the Desirable Features in P1 – P7' whole-school document is updated annually by ICT Co-ordinator to show all tasks completed per year group for the current school year.
- Class teacher observes and questions during completion of ICT tasks.
- Involving the children in self-assessment when they Use ICT (from P3 to P7), while discussing the benefits of this on their learning.
- Ensuring a digital portfolio for pupils and a Monitoring file/s produced by the ICT - coordinator containing samples of pupils' work showcasing breadth and experiences in ICT. This can be used to sets targets and evaluate outcomes to ensure that ICT is used effectively to support quality.
- Progress is tracked across year groups and reported to next teacher via discussion and samples and parents informally and via written report at end of the year (check list of skills, knowledge and understanding relevant to each key stage).

## Access to ICT

Pupils continue to have access to ICT through class-based desktops, laptops and ipads. Each class has access to 3 iPads and a class iPad. Interactive Whiteboards are in every classroom. Floor robots (BeeBot, ProBot) are also available. There is a photocopier available for use by all teachers or pupils.

In recent years pupils have also been developing their abilities in Games Based Learning (Minecraft), Film and Animation (iStopMotion) and Presenting (record voiceover in Just2Easy)

## ICT Resources

The ability to use ICT is a vital skill in modern society. ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers - Hardware and Software
- C2K
- Seesaw
- Microsoft Teams
- The Internet and E-mail
- Recording devices
- Headphones
- Calculators
- Surface Pro's
- Cameras – including digital video cameras, web cam
- Recording equipment – tripods
- Telephone and Fax Machine
- Remote Control Devices
- Programmable devices – Bee-Bot/Pro-Bot
- Interactive Whiteboards
- iPads

As children progress from Y1-Y7 they are given opportunities to use a variety of these ICT resources.

## Organisation of Resources

- Each classroom has at least one desktop to operate their whiteboard and from P2 to P4 they have an additional desktop to use. Key Stage 2 classrooms have additional laptops in the classroom.
- All C2K PCs provide over 70 software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from Y1-Y7.

- 2 Laptop trolleys (KS1 trolley located in Classroom 4 and KS2 trolley located in Classroom 2) with 10 laptops in each are available for use on network.
- Each teacher was provided with a Surface Pro laptop as part of the Managed Service.
- Teachers have received training in the use of Microsoft products in order to promote collaboration in order to enhance the teaching and learning
- Other resources are located in the Maths/Computer store or may be obtained from ICT coordinator. These include e.g. Bee-bots and relevant resources, VGA Adaptors, tripods.
- Wireless provision is provided throughout the entire school.

### Access

All pupils have equitable access to ICT resources. ICT use is supervised by teachers or assistants. Specialist equipment is available for pupils with SEN. Pupils without home access are supported via the device loans scheme within school per school year. ICT co-ordinator sets up a chromebook for the user with username and password and password is updated each term. Parent signs agreement for loan device in September and the device is returned to ICT co-ordinator to school in June.

### ***Pupil Access***

- All children have a unique username and password on the C2K managed system. They know the importance of keeping their username and password private.
- Through C2K computers all pupils have access to software titles appropriate to their curriculum needs and learning needs.
- Through C2K computers all pupils have access to the Internet (filtered).
- Through the network, pupils in each classroom have access to both colour and black and white printing facilities.
- Pupils have access to additional laptops / chromebooks when needed.

## Teacher Access

- All teachers have access to the C2K system with a unique username and password. All teachers are aware of the importance of keeping their username and password confidential.
- 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 a Surface Pro for use on the network and for home use.
- All teachers have access to ICT equipment such as the Activ Panels, Bee-bots, Pro-bots, iPads etc to facilitate a variety of teaching approaches.

## Digital Leaders Initiative

The Digital Leaders initiative, first implemented in 2023, provides the opportunity to train, excite and empower pupils with an aptitude for Digital Technologies especially in the whole school focus area in ICT for that school year. In 2023 – (Games based learning – Minecraft), 2024 – (iStopMotion for Film and Animation) and this current year – (Just2Easy app for Presenting Poetry to include voiceover). A Digital Leader is a Primary 4, 5, 6 or 7 pupil whose role it is to support the use and further the development of the iPad and digital learning. They have a range of duties which includes day to day classroom support and offer assistance in completion of various tasks throughout the year. Currently we have 16 Digital Leaders from P4 - P7.

As ICT resources develop and children and teacher ICT competence develops it is important to review the Using ICT Policy and to evaluate its effectiveness. This policy will be reviewed every three years as a minimum or as required. This policy should be read along with the E-Safety Policy and Acceptable Use Agreement.