

Our Lady's P.S.



ICT Policy

**Our Lady's Primary School,
Tullysaran**

(Updated October 2019)

At Our Lady's Primary School we aim to encourage the 'learning community' to be **motivated by, gain confidence** in and **enjoyment** from the use of ICT. 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 **Acceptable Use of ICT, Internet & E-Safety Policy / Procedures**.

The Role of ICT in the Curriculum

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 children's learning experiences and environments. It can empower children, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve children's thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

Children 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.

Rationale

Our school community will use ICT because

- ICT can enhance the teaching and learning process across all areas of the curriculum.
- ICT enables pupils to undertake a wide range of activities
- ICT promotes and develops pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.
- ICT gives greater scope for children's creativity.
- ICT can motivate and enthuse children.
- In the information society in which we live, children need to develop ICT skills in order to access relevant information.
- ICT gives pupils immediate access to richer source materials.
- ICT has the flexibility to meet the needs and abilities of individual pupils with learning difficulties and the gifted and talented.
- ICT offers potential for effective group work and collaborative learning.
- ICT supports different types of learners - audio, visual and kinaesthetic.

Aims for the Development of ICT

Through the effective use of ICT we aim to:

- provide opportunities to enable all our staff and pupils to be confident, competent and independent users of ICT.
- provide an environment where access to ICT resources is natural and commonplace.
- raise levels of pupil competence and confidence in using ICT and to enhance learning experiences across the curriculum.
- enable pupils to explore, express, exchange, evaluate and exhibit their work.
- increase levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of children's work.
- provide access to a variety of electronic sources of information and interactive learning resources.
- instil in children a sense of confidence, achievement and enjoyment.
- enable children and teachers to have access to immediate and up-to-date sources of information and allow them to work at their own pace.
- encourage children to select and use ICT appropriate to the task.

Strategies for use of ICT

- ICT is not taught as a distinct subject, but is a tool to be used as appropriate throughout the curriculum.
- ICT will support and enrich pupils' learning.
- All children are given equal access opportunities through management of ICT resources.
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.
- Pupils should continue to be encouraged to access and make use of the school website which is regularly updated.

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.

ICT and the Northern Ireland Curriculum

Literacy

ICT is a major contributor as

- Children learn how to draft, edit and revise text.
- Children can create, develop present and publish ideas and opinions visually or orally.
- They learn how to improve the presentation of their work by using desktop literacy publishing and presentational software.

Numeracy

Many ICT activities build upon the mathematical skills of the children.

- Children use ICT in Numeracy to collect data, make predictions, analyse results, and present information graphically.
- They can explore mathematical models e.g. use of BeeBots, Probots, spreadsheets and databases.

Personal Development and Mutual Understanding (PDMU) and Citizenship

ICT makes a contribution to the teaching of PDMU and citizenship as children learn to work together in a collaborative manner.

- They develop a sense of global citizenship by using the Internet.
- Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT.
- They also gain a knowledge and understanding of the interdependence of people around the world.

Creative and Expressive

ICT offers children the freedom to express their own ideas creatively and to experience the designs of others.

- Children will have the opportunity to develop their creativity through a range of network software and digital technology.
- They can explore the Internet to gain access to a wealth of images and information about world famous pieces.

World around Us

ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.

ICT Resources

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

Our Lady's Primary School has a networked ICT system provided by the C2K Managed Service. We also have a colour photocopier which is linked to the C2K

network, meaning each teacher can print to the colour photocopier from their classroom. We have 1 laptop trolley, 11 desktops, 23 laptops, 23 ipads (class set of 16 and 7 teacher ipads) so all classes have greater access to equipment on a timetabled basis. The timetable for both the laptop trolley and ipads is agreed by all teaching staff at the beginning of each academic year and reviewed each term.

Each classroom has an interactive white board. Wifi is accessible across the school using the Merus. Beebots with various mats and a probot is also available.

Each class has a digital camera and a teacher ipad to use for photographs throughout the year.

Other Resources

Other ICT resources used by the school include:

- CD Players
- Recording devices (microphones, ipads)
- Headphones, Junction Boxes
- DVD Player
- Calculators
- Telephone and Fax Machine
- Remote Control Devices
- Data Projector
- Programmable Devices - Bee-Bot / Pro - bot

Organisation of Resources

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

Access

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 also have access to other forms of ICT eg:- Bee-bot, ipads, digital cameras etc.

Pupil Assistance and Supervision

- Children use ICT resources under the guidance of the Classroom Teacher, ICT co-ordinator, SENCO and where available, a teaching assistant.
- The use of the Internet is always a supervised activity.

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 laptops available for use on the network and for home use.
- All teachers have access to ICT equipment such as the interactive whiteboard, digital camera, etc. to facilitate a variety of teaching approaches.

Classroom Management of ICT Resources

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

- Individual work
- Group activities

Children will generally work in pairs at the computer.

It is important that all children are engaged in the task and can see the screen comfortably therefore no more than three children will work together at one computer.

- Whole class activities

Children may share in a computer-led activity where an interactive whiteboard is used.

All children will have planned opportunities to use ICT resources. A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

Planning, Monitoring and Evaluating

Planning at Whole School Level

The Principal and ICT Co-ordinator consult on how ICT is incorporated into the School Development Plan. In consultation with all staff an ICT Action Plan is drawn up annually by the ICT Co-ordinator and is reviewed by all staff as appropriate. A line of development in ICT ensuring 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 Schemes of Work/Yearly Planners. It is also integrated into planners taking account of progression. Certain Desirable Features are chosen to be focused at the beginning of each school year and are covered throughout the year groups in particular from P3 - P7 using the CCEA tasks.

Assessment, Recording and Reporting

Pupil'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 pupil's ICT achievements are recorded by the teacher at the end of year school report completing a check list of skills, knowledge and understanding. (*see Appendix 1 for Pupil's ICT achievements*)

Summative Assessment Methods - collecting samples of pupil's work using ICT. Individual pupil e-portfolios - pupil's ICT work will be saved into pupil's 'My Documents' area on the network. This area will be kept for the entire time that they spend at Our Lady's Primary School.

The ICT Co-ordinator takes samples within each year group yearly for the file to ensure progression and continuity is taking place using the focused Desirable Features in ICT.

Teachers report to the next teacher by discussing progress regarding skills and levels (*see Appendix 1 for Pupil's ICT achievements*). Teachers report to parents during parent interviews and also on the child's formal report at the end of the year a comment is recorded regarding achievement to date in ICT.

Provision for Pupils with Additional 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 additional needs within the school.

- Where appropriate specialist hardware equipment, such as a touch screen, big mouse, lower case keyboard etc. will be made available to meet a child's needs
- Where appropriate, specific software e.g. Wellington Square, Textease, Read Write, Clicker7 and Nessy Reading and Spelling are used to assist learning.

- I pads are available for children to explore fun, educational apps for both literacy (Hairy Letters, Hairy Phonics 1, 2 and 3, Collins big cat talking storybooks) and numeracy (Maths 3-5, Maths 4- 6, Times tables)

Teachers are familiar with the variety of graded levels within frequently used software in order to provide differentiation and cater for children with additional needs within their classrooms.

Where children are working in withdrawal groups they will have access to appropriate ICT resources.

Equity of Access

All children will have equity of access to the use of ICT across the curriculum. The school will guard against gender stereotyping with encouragement given to both girls and boys to engage in ICT related activities. 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. Each class teacher plans for pupils who have no or limited access at home. This information is also used to give children with no or limited ICT facilities at home.

Health and Safety

In all classrooms consideration is given to health and safety in the location and positioning of equipment. The issues are addressed in our **Health and Safety policy**.

ICT in the Home and in the Community

Children will be encouraged to make use of home computers and ICT resources available through other places e.g. the library

Where appropriate children will be given opportunities to make use of ICT resources to:

- Carry out research to support classroom work, projects etc.
- To complete work begun in school
- To carry out or present a homework task

Work carried out on home computers should be valued. It is important to ensure that a consistent approach to children's use of home computers is taken in each class as a child progresses through the school.

Children should continue to be encouraged to access and make use of the school website which is regularly updated -www.ourladyspstullysaran.com with appropriate educational websites etc.

Various ICT workshops have been established to provide children with the opportunity to develop their ICT skills eg:- Coding club.

Staff Training

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

- Giving teachers opportunities to attend INSET - to develop their knowledge and use of ICT across the curriculum.
- Providing in-school support for teachers requiring assistance in developing particular aspects of ICT skills knowledge and understanding.
- The ICT co-ordinator addresses these areas where possible and seeks help from outside school where necessary.
- In-service Days. Some in service days are set aside for training of staff in areas relating to ICT.

The role of the ICT Co-Ordinator

In Our Lady's Primary School, we have a member of staff who fulfils the role of ICT co-ordinator, who has the responsibility for the management/leadership of ICT development within the school. Specifically these responsibilities include:-

- To provide leadership and direction.
- To ensure that the use of ICT is managed and organised to meet school aims and objectives.
- To play a key role in school policy development in relation to ICT and teaching and learning.
- To liaise with the principal in order to set priorities and targets to improve ICT provision for each school year and disseminate appropriate tasks to each teacher.

- To support, guide and motivate colleagues - which may require the provision of training of staff.
- Using the outcomes of monitoring and evaluation to ensure standards are raised / maintained.
- Keep a file of evidence indicating standards achieved within the school ensuring progression and continuity within the chosen desirable features.
- Maintaining an up-to-date inventory of resources and making staff aware of what is available.
- Will liaise with C2K to oversee the maintenance of the hardware and the C2K system.
- To keep up to date with recent developments in ICT and advise colleagues appropriately.
- To ensure continuing personal professional development by attending relevant courses and disseminate information to staff.
- The ICT Co-ordinators will be responsible for the updating of policy, action plans and e-safety guidelines and informing staff of aforementioned document.

The Responsibility of the Classroom Teacher

It is the responsibility of the classroom teacher to:

- Integrate ICT 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 the effective use of the My School as a tool to enhance teaching and learning in the classroom and at home.
- Ensure health and safety practices are carried out.
- Discuss and devise with the pupils, rules for using the computer safely.
- Implement the [Acceptable Use of ICT, Internet & E-Safety Policy / Procedures](#)

As ICT resources increase and children and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness. The policy will be reviewed on a regular basis. This policy should be read along with the [Acceptable Use of ICT, Internet & E-Safety Policy / Procedures](#)

Pupils accessing the World Wide Web

For all information related to this see our School's [Acceptable Use of ICT, Internet & E-Safety Policy / Procedures](#)

Other uses of ICT

- Assessment manager- collecting data, tracking progress,
- Pupil profile
- Monitor attendance/ punctuality
- Staff communication - e mail
- SIMS- SEN info, pupil info etc
- CEOP Training
- Good practice can be shared electronically via 'Staff' folder
- E copies of all planners, policies, relevant documents are saved on 'Staff' folder for easy access

Appropriate legislation, including copyright and data protection

All software loaded on school computer systems must have been agreed with the designated person in the school.

All our software is used in strict accordance with the licence agreement.

We don't allow personal software to be loaded onto school computers.

[Please refer to the school's GDPR Policy.](#)