Ballykeel Primary School & Nursery Unit

ICT Policy

1. Introduction

The NI Curriculum states that ICT 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.'*

In Ballykeel we are keen to embed the principles of ICT skills into learning and teaching across the curriculum, and to provide pupils with opportunities to acquire and develop the necessary knowledge, skills and understanding of Using ICT.

ICT (Information and Communications Technology) comprises a variety of systems that handle electronically retrievable information. These include computers, programmable robots, tape recorders, CD players, calculators, digital cameras, DVD Camcorders, webcams, TVs, DVD players, Interactive Whiteboards (IWBs), data projectors, iPads and electronic microscopes.

ICT is concerned with the handling of electronic information and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes.

UICT (Using Information and Communication Technology), along with Communication and Mathematics, is one of the three statutory cross-curricular skills required by the Northern Ireland Curriculum. It is not therefore intended to be taught as a separate subject but rather should be used to enhance and enrich learning and teaching across the curriculum.

Across the curriculum, at levels appropriate to their ability, pupils should develop their ICT skills and be afforded opportunities to **Explore**, **Express**, **Exchange**, **Evaluate** and **Exhibit** their work:

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

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.

2. Rationale

Why should our pupils use ICT?

- ICT can provide opportunities to enhance and enrich pupils' learning experiences across the curriculum.
- ICT can present information in new and exciting ways, which help pupils to understand, assimilate and use it more readily.
- ICT give pupils access to immediate and up-to-date sources of information.
- ICT has the flexibility to allow pupils to work at their own pace and ability level, meeting the needs of each individual.
- ICT offers potential for effective individual work and group/whole class collaboration.
- ICT gives pupils opportunities to develop skills for life.
- ICT can encourage learners to develop flexible and effective forms of learning that will contribute to life-long learning.
- ICT can motivate and enthuse pupils, and allow creativity.
- ICT supports different types of learners – audio, visual and kinaesthetic.

3. Aims

We aim to:

- Raise levels of pupil competence and confidence in using ICT by developing pupils' knowledge, understanding and skills in using a range of ICT tools to extend and enhance learning experiences across the curriculum;

- Raise levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of pupils' work (using ICT as an integral part of the processes and management of learning and teaching);
- Use ICT to enhance and enrich children's learning, and add to its enjoyment;
- Ensure all learners have access to a range of new technologies and programs, including electronic sources of information and interactive learning resources;
- Enable children and teachers to have access to immediate and up-to-date sources of information;
- Develop children's independent learning skills and collaboration skills using ICT across the curriculum;
- Develop information handling and research skills;
- Educate children to recognise both the benefits and risks in Internet use.

4. Resources & Access

- The school has a managed, networked ICT system consisting of 30 desktop computers and 15 laptops provided by C2k. Some older C2k teacher laptops are also still available and can be linked to the network.
- Children have access to the C2k Managed Network via cabled desktop computers, and cabled and wireless laptops (with Wi-Fi provided by C2k). The Internet can be accessed via these computers. These computers also provide a range of over 70 software titles appropriate to curriculum and learning needs. Black and white and colour printers can be accessed from all of these computers.
- Each P1-P7 classroom has a desktop computer connected to an IWB, including the ICT Room and SEN classrooms. Nursery classrooms each have a C2k managed laptop and a stand-alone, unmanaged desktop computer.
- The ICT Room provides enough desktops and laptops for one to one use, and teachers can access this by filling in a weekly timetable when required.
- iPads are available in all classrooms (4/5 per class) and a set of 8 iPads is available for SEN classes and After-School clubs. Each nursery classroom has 2 iPads. iPads are connected to the C2k Wi-Fi network.
- Other digital devices can be accessed as required including recordable microphones, digital video recorders, digital cameras, Bee-Bots, Roamers, scanners, electronic microscope, and webcams.
- A C2k networked laptop is available in the Assembly Hall, connected to an overhead data projector.
- 2 MacBook Pros are available for Staff use.
- Staff have access to laptops/iPads for working at home.

5. Internet Access, Health and Safety

Internet access is available on all C2k managed desktops and laptops, and on our school iPads and MacBook Pros, and is maintained and filtered by C2k. Any use of the Internet will be strictly in accordance with the school's e-Safety and Acceptable

Use of the Internet & Digital Technologies Policies. Staff will keep up to date with issues related to e-Safety and attend any relevant courses. Parents will also be made aware of e-Safety issues.

Children will be encouraged to sit properly at computers and staff will encourage children take regular breaks if working at computers over a longer period of time. e-Safety rules are displayed in the ICT Room and classrooms, and children encouraged to be 'SMART" when using the internet.

6. Inclusion

The school's ICT facilities are available for use by all pupils and staff. All children will be given regular access to ICT regardless of gender, race, physical or sensory disability; and it should be remembered that ICT is offered as an entitlement, not a privilege to be withdrawn unless a pupil behaves on-line/uses ICT equipment in an unacceptable manner. For pupils with learning difficulties and/or physical or sensory disabilities appropriate use of ICT can often enhance access to aspects of the curriculum and where possible we will endeavour to source appropriate software and hardware to enable such access.

7. Progression

Pupils' ICT skills and competencies will be developed from Nursery through to P7. From P3-P7 children use the ICT Room more regularly and undertake a variety of different activities, including Using ICT tasks from Levels 1-5. Three tasks are set for each year group and should be differentiated by the class teacher depending on the ability of children. Activities may vary though depending on the ability of the class, their previous experience of ICT and themes being covered.

Staff are currently involved in drawing up a Scheme of Work for ICT, ensuring progression and continuity for Nursery-P7 children. After review and agreement, it will be implemented from the school year 2015/2016.

8. Planning, Monitoring & Evaluating

Planning at Whole-School Level:
- All staff are consulted when the School Development Plan is being compiled, and this includes incorporation of ICT;
- An ICT Action Plan is drawn up annually by the ICT Co-ordinator in conjunction with staff and is reviewed as appropriate;
- ICT is included within school priorities on a yearly basis.

Planning at Year Group and Class Levels:
- ICT is embedded in two-weekly planners.

- ICT is regularly embedded in other areas of the curriculum, particularly Literacy, Numeracy and WAU.
- ICT is included in half-termly planners, taking account of progression.

The ICT Co-ordinator monitors half-termly planners and two-weekly planners and evaluations. When necessary, staff meet with the ICT Co-ordinator to review Using ICT tasks being undertaken to ensure the full range of skills and desirable features are being covered in each Key Stage. Classroom observations relating to ICT are also carried out, linked to the SDP. The ICT Co-ordinator also prepares an annual report which is presented to staff and Governors and comments upon areas of strength and example of good practice, as well as suggesting areas for development.

9. Assessment, Recording and Reporting

Children's use of ICT is assessed and recorded by classroom teachers using the following approaches:
- Formative assessment methods – observing and questioning during classroom/ICT activities.
- The child's achievements may be recorded by the teacher completing a list of skills, knowledge and understanding;
- Once Statutory, in Key Stage 1 and Key Stage 2 each child's work in Using ICT will be formally assessed and their achievement will be required as a 'Level', which will be communicated to parents on the Annual Report. Teachers will make this judgement based on Using ICT activities carried out during that Key Stage.
- To assist staff with making summative judgements, at the end of each school year teachers should record tasks completed by each child and the level achieved within each task. Children's work will also be saved in labelled folders in their individual C2k accounts.

As per statutory reporting requirements, we will report on ICT skills in the Annual Report.

Internal standardisation will also take place when it becomes mandatory to assess Using ICT, and staff will look at and discuss samples of children's work before agreeing and assigning levels. Portfolios for External Moderation will also be submitted when they become mandatory.

10. Staff Development

Opportunities for continuing professional development of staff, including non-teaching staff as appropriate, will be provided in accordance with the SDP. This may include attending courses provided by NEELB or C2k, online/video-conference style training, and in-service training to disseminate information.

11. The Role of the ICT Co-ordinator

The ICT Co-ordinator will facilitate the use of ICT by:

- Updating the policy and scheme of work;
- Ordering/updating resources;
- Providing INSET so that both teaching and non-teaching staff are confident in how to teach the required skills, and have sufficient subject knowledge;
- Keeping staff abreast of new developments;
- Supporting, guiding and motivating staff in developing pupils' capability;
- Taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an ICT capability, and that progression is taking place;
- Attending appropriate courses to update knowledge of current developments;
- Making sure all staff understand how to access the internet, emails and software;
- Contributing to the monitoring and evaluating of the curriculum;
- Attempting to sort out computer issues/faults, and liaising with C2k where necessary;
- Overseeing the updating of the school website;
- Setting up school iPads and assisting staff with accessing Apps.

The ICT Co-ordinator may be assisted by another colleague with some of these duties.

12. 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 health and safety practices are carried out;
- Discuss and devise with the children rules for using the computer;
- Implement the e-Safety Policy, including revising e-Safety rules with pupils and reporting any concerns to the ICT Co-ordinator;
- Informing the ICT Co-ordinator of any hardware/software issues using the agreed methods;
- Update relevant sections on the school website on a half-termly basis;
- Assist the ICT Co-ordinator, where possible, with the updating and maintaining of school iPads.

13. Policy Monitoring and Review

As ICT resources increase and pupil and teacher ICT competence develops it is important to regularly review the ICT Policy, and to evaluate its effectiveness. This will be done on an annual basis.

Reviewed by Mrs B McDowell, ICT Co-Ordinator, March 2015