

# Ballykeel Primary School & Nursery Unit



## ICT Policy

Reviewed October 2018



## 1. Introduction

The NI Curriculum website 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. 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), Promethean Panels, data projectors, iPads, recordable microphones 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.

Developing pupils' Using ICT skills encourages children to:

- handle and communicate information;
- solve problems;
- pose questions; and
- be creative through the use of digital technology.

It is important that pupils develop their technical skills in a range of different types of ICT, such as publishing, presenting, coding, managing data, art, music and sound, film and animation. The emphasis in Using ICT is on pupils using digital skills appropriately while engaging in meaningful and purposeful activities, set in a range of curriculum contexts.

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, select, interpret and research information from safe and reliable sources;
- 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 responsibly using a range of digital media;
- manipulate a range of assets to produce multimedia products.

## **Exchange**

Pupils should be enabled to:

- communicate safely and responsibly using a range of contemporary methods and tools;
- exchange, share, collaborate 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, including safety, reliability and acceptability.

## **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 the benefits of using the Internet;
- Educate the children to recognise the importance of Online Safety, and in how to keep themselves safe online;
- Educate the children to recognise and demonstrate acceptable online behaviour.

### **4. Resources & Access**

- The school has a managed, networked ICT system consisting of a range of desktop computers, laptops and touch screen laptops provided by C2k. Mini laptops are also available for teacher use.
- Children have access to the C2k Managed Network via cabled desktop computers, and both 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 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, the ICT Room and two SEN classrooms have a desktop computer connected to an IWB or Promethean Panel. One SEN classroom and both Nursery classrooms have a C2k managed laptop.
- The ICT Room provides enough desktops and laptops for one to one use, and teachers can access this by filling in a weekly timetable slot as required.
- iPads are available in all classrooms (minimum of 5 per class) and a set of 8 iPads is available for SEN classes. A floating set of 10 iPads is also available for classes and After School clubs to use. Each nursery classroom has 4 iPads. iPads are connected to the C2k Wireless 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.
- Staff have been provided with encrypted memory pens to ensure data related to school can be worked on securely 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 Online Safety and Acceptable Use of the Internet & Digital Technologies Policies. Staff will keep up to date with issues related to Online Safety and attend any relevant courses. Parents will also be made aware of Online Safety issues, through a dedicated page on the school website, Online Safety advice leaflets, information in the Bugle and the opportunity to attend information sessions.

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. Online Safety rules are displayed in the ICT Room and classrooms, and children encouraged to be 'SMART' when using the internet. An Online Safety Team has also been created consisting of the ICT Co-ordinators and the Designated Teacher for Child Protection; and children are aware of who this team is.

To ensure that we are effectively monitoring and safeguarding the children's use of information systems and electronic communications, Securus Education software has been deployed on all C2k managed devices. This software alerts staff when evidence presents of bullying, inappropriate language or searches for inappropriate websites. A screen 'capture' is taken of each incident; recording the user details, time and date of the incident. These captures are monitored by the Online Safety Team who then can respond to any incidents which have occurred.

## **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, nationality, 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. 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.

A Scheme of Work for ICT has been drawn up, ensuring progression and continuity for P1-P7 children. Due to the ever changing technological world in which we live, changes may be made to the scheme and as such it should be treated as a working document.

## **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-ordinators 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-ordinators monitor half-termly planners and two-weekly planners and evaluations. As necessary, staff meet with the ICT Co-ordinators 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 including use of ICT are also carried out, linked to the SDP. The ICT Co-ordinators also prepare an

annual report which is presented to staff and Governors which comments upon areas of strength and examples of good practice, as well as suggesting areas for development. They also meet with the Board of Governors' Curriculum and Standards Sub-Committee to present the ICT Action Plan and give a review of how targets have been achieved.

## **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;
- At the end of 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.
- Skills achieved within ICT are communicated to P1-P7 parents in the children's end of year reports.
- To assist staff with making summative judgements, teachers complete a spreadsheet showing tasks completed by each child and the level achieved; and with the level awarded in each 'E'. This data can be used by the ICT Co-ordinators and teachers to help identify areas of strength within ICT, and areas requiring further development. The children's overall level in ICT will also be recorded in Data Tracking tables at the end of each year.
- Staff will send samples of work to the ICT Co-ordinators for each task completed, information about the task, and the level awarded.
- Children's work is saved in labelled folders in their individual C2k accounts.

Internal standardisation will also take place to assess 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 required.

## **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 EA, C2k or outside agencies, online/video-conference style training, and in-service training to disseminate information.



## **11. The Role of the ICT Co-ordinators**

The ICT Co-ordinators 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;
- Ensuring parents are given information, support and guidance on Internet Safety issues through access to our School Policies, Online Safety Week events and relevant outside Agencies;
- As members of the school's safeguarding team, monitoring the appropriate use of ICT, promoting Online Safety messages and monitoring this through, for example, the Online Safety Team and the use of software such as Securus;
- Setting up school iPads and assisting staff with accessing Apps.
- Interview, appoint and train Digital Leaders within P6/7 classes.

## **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 Online Safety Policy, including revising Online Safety rules with pupils and reporting any concerns to the ICT Co-ordinators;
- Informing the ICT Co-ordinators of any hardware/software issues using the agreed methods;
- Update relevant sections on the school website on a monthly/half-termly basis;
- Assist the ICT Co-ordinators, 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 a 3 yearly basis.

Reviewed by Mrs B Esler and Mrs J D Thompson, ICT Co-Ordinators

October 2018