Ballinderreen NS
ICT Policy

Ballinderreen N.S.
ICT Whole School Plan

The four areas of learning within the ICT Framework are presented below with outcomes which we have mapped to activities that will meet these requirements. They are as follows:

1. Creating, communicating and collaborating

Junior Infants Senior Infants
Type simple text using ICT.

1ˢᵗ-2ⁿᵈ class
Type and format text using punctuation full stop, captial letterUsing MS & Keynote meets all these requirements.
Create, manipulate and insert information in a variety of different formats (images, sound, video) using ICT
Saving all work and find work saved.

3rd - 6th Class
Using a combination of MS Word, Keynote, Photo-story, SCRATCH programming meets all these requirements.

2. Developing foundational knowledge, skills and concepts

Demonstrate and apply functional knowledge and understanding of ICT
Junior & Senior Infants
Be able to turn on/off the iPad, setting up iPads and using the iPad camera
1ˢᵗ & 2 Class
Be able to turn on/off the iPad, create and store, folders and photos. All of these skills may be obtained by the pupils independently or collaboratively setting up iPads, using the iPads camera
Develop skills for maintaining and optimising ICT
3rd - 6th Class
Be able to turn on/off iPad, create and store files, folders and photos, develop typing skills. All of these skills may be obtained by the pupils independently or collaboratively setting up iPad, using MS Word and camera.

Plus using software applications and blogs to present, record and communicate information such as Power Point, Photo-story and Keynote etc.

3. Thinking critically and creatively

Research, access and evaluate information using ICT (Information seeking)
Junior Infants – 2nd Class
By using the Internet as a research tool and a means of accessing information, pupils can evaluate their findings and compare class work.

Evaluate, organise and synthesise information using ICT (Knowledge making)
3rd – 6th Class
By using the Internet as a research tool and a means of accessing information, pupils can generate and manipulate content, creating knowledge and new understandings, evaluate their findings and compare to class work. Also using Keynote the pupils can organise, synthesise and draw conclusions on information. Designing, developing and testing software programmes using 'SCRATCH' will enable the pupils to develop mathematical skills such as geometry, Science skills, enhance literacy, artistic skills, creativity, personal development, promotes pair and group work.

4. Understanding the social and personal impact of ICT

Demonstrate understanding and critical awareness of the contribution of ICT to the individual and to our society
Junior Infants – 2 Class
Children and young people are increasingly connected around the clock, and have a parallel existence in virtual space, seamlessly integrated with their actual lives. Pupils need to be aware of ICT in their environment (classroom/home/locality), its uses and benefits i.e. how they use the Internet (research), school website (to display work done and events in the school and using skype to communicate with other schools)

Develop independent and collaborative learning and language skills using ICT
3rd - 6th Class
Group work, project work, telling stories through using ICT (power point or Photostory or video/ Keynote). Using skype tocommunicate with other schools. Designing, developing and testing software.

Classroom Management

ICT IS NOT TAUGHT JUST AS A DISTINCT SUBJECT It is seen as a tool to be used as appropriate throughout the curriculum to support and enrich children's learning, in order to ensure that valuable areas of experience are covered. Age appropriate training in ICT will be undertaken as is necessary.

iPad use is carefully managed that all pupils are given equal access opportunities. A timetable has been established to ensure everyone has a fair oppotrunity.

THE PREDOMINANT MODE OF WORKING IN ICT group work, although iPads are sometimes used by individuals for word processing or for the practice of basic skills (see Section on Pupils with Special Needs below) ICT is used regularly for class teaching. Class or group lessons are given to initiate the use of various software packages. Groups sizes are of 2/3 pupils when using ICT equipment and are usually of mixed ability to enable more competent children to help those less able (for example in word processing activities in the early years.)   Each classroom has one desktop, an interactive white board, the school has an iPad trolley capacity for 32 iPads.

COMMERCIALLY AVAILABLE PROGRAMS are used in ICT when we find such programmes valuable, enjoyable and helpful to the children.

PUPILS WITH SPECIAL NEEDS Have the same ICT entitlement as all other pupils and are offered the same curriculum. However, in addition particular applications of IT are used for pupils with difficulties in learning, who need to be motivated to practice basic skills regularly and intensively and thus benefit from the use of programs in which skills practice is set in the context of a motivating game.

Pupils of high ability who may be extended through the use of programs which offers challenges and opportunities for investigation

THE EMPHASIS IN OUR TEACHING WITH ICT on the use of iPads as tools to support learning. Thus all pupils are made familiar (at as early a stage as possible) with basic skills.

• Most activities using ICT are allied to other work carried out away from the computer.
• As pupils progress through the school they are given increasing control of their use of ICT, gaining growing independence in their use of ICT as a tool appropriate to any given activity and in their choice of software required.
• Calculators are available for limited use where appropriate

EXCELLENCE IN INFORMATION TECHNOLOGY USE IS CELEBRATED BY

demonstrations and displays including:

· School website www.ballinderreenns.net and twitter account @ballinderreenns
· Displays around the school of texts, pictures, graphs and charts that have been produced by pupils using computers.

STRATEGIES FOR RECORDING AND REPORTING

REPORTING TO PARENTS done annually through parent / teacher meetings
Pupils know their own progress in ICT is rarely formalised and is done while a task is being carried out through discussion between children and used to guide the progress of individual pupils. It involves identifying each child's progress, determining what each child has and what therefore should be the next stage in his/her learning. Assessment is mostly carried out informally by teachers in the course of their teaching tasks of ICT. These include
• small group discussions perhaps in the context of a practical task
• specific ICT assignments for individual pupils.
• individual discussions in which children are encouraged to appraise their own and progress.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

PLANNING FOR THE USE OF ICT a process in which all teachers are involved, wherein
• a termly staff meeting is used to discuss the use being made of ICT across the curriculum and ensure consistency of approach and standards
• software use throughout the school has been carefully mapped out to ensure that pupils' experience of ICT is continuous and progressive

ICT Committee

Barry Quinn- Principal
Kenny Shine-Class Teacher
Maria Murphy-Class Teacher