



# ICT Policy

<b>Date of next policy review</b>	<b>2024</b>
<b>Name of person responsible for this policy</b>	<b>Miss Morrow</b>
<b>Issued to</b>	<b>Staff, governors, parents, pupils</b>
<b>Date of issue</b>	<b>2021</b>

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## 1. Curriculum aims

Our curriculum aims/intends to:

- provide a broad and balanced curriculum for all children
- strive to give every child the opportunity to experience success in learning
- allow every child to achieve as high a standard as possible
- encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.
- Promote the learning and development of our youngest children and ensure they are ready for Foundation Stage

## 2. Legislation and guidance

This policy reflects the requirements of the [Northern Ireland National Curriculum](#), which all controlled schools in Northern Ireland must teach.

## 3. Roles and responsibilities

### 3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## 3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Vice Principal, with responsibility for whole school curriculum, will work alongside the Principal and subject leaders to ensure the implementation of this policy.

# 4. Organisation and planning

## 4.1 Aims

Our aims in using ICT are to:

- Extend and enhance learning across all areas of the curriculum.
- Encourage pupils to select and use ICT appropriate to the task.
- Develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant and worthwhile problems.
- Give children access to a variety of sources of information.
- Instil in children a sense of confidence, achievement and enjoyment.

## 4.2 Curriculum Organisation:

- Pupils will have access to the use of iPads in their classroom. It will be integrated as part of normal class-based activity. It will include individual, paired, small group and class-based activities.
- Each classroom has a permanent promethean interactive board to access ICT daily.
- Assessment of ICT will be carried out throughout the year by every teacher. The ICT CCEA Assessment Tasks will be used to note at which point children met the 5 E's.
- Each class teacher must place samples of pupils CCEA Assessment Tasks into the ICT Assessment Tasks folder on the shared documents.

### **4.3 Planning expectations:**

- All teachers are encouraged to use ICT where appropriate and include this in their planning.
- Teachers will plan for 1 CCEA Assessment task to be covered across an academic term, as indicated in their notes.
- ICT is not taught as a distinct subject, but is a tool to be used as appropriate throughout the curriculum. This will be seen in weekly, medium and long terms plans.
- ICT should be integrated into each area of study to support and enrich children's learning.
- All pupils are given equal access opportunities through management of ICT resources.
- ICT is offered as an entitlement for all pupils – it should not be perceived as a punishment or reward.

### **4.4 Inclusion within ICT**

- 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.
- For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the SENCo we will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access.

### **4.5 Resources available to support curriculum delivery:**

- Year group iPads
- ICT computer suite- weekly slots available for each class
- Each classroom has an interactive promethean board panel
- Classroom & Office PC desktop monitors
- Classroom laptops
- Bee-bots
- Staff iPads

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link governor visits
- Lead Teacher reports to Governing Body
- Curriculum Lead report to Governing Body
- Governor Post Boxes (examples of work presented at full board meetings)
- Principal's Report to Governing Body

Lead teachers monitor the way their subject is taught throughout the school by:

- Learning walks
- Examples of work are monitored on a half term basis
- Liaise with Staff via Staff meetings and discuss the teaching of ICT

Lead teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the lead teacher. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Special Educational Needs Policy
- Curriculum Policy
- Homework Policy
- Marking and Feedback Policy
- Monitoring and Evaluating Policy
- Equality and Inclusion Policy