Omagh Integrated Primary School and Nursery

Using ICT Policy

March 2022

Date ratified by Board of Governors:_____

Date of Review:_____

Introduction

Omagh Integrated Primary School recognises the importance of Information and Communication Technology (ICT) in the primary school curriculum for preparing pupils to participate in a rapidly changing world in which work and other activities are constantly being transformed by access to varied and developing technology. Central to our vision for ICT is the recognition that:

'The Internet and other technology-based tools are very powerful resources that can enhance and potentially transform teaching and learning when used effectively and appropriately.' (DE Circular:2007/1)

We are committed to promoting pupils' skills within the use of technology across the curriculum. We believe that technology has an integral role to play in helping pupils to achieve their full potential, assisting them in overcoming barriers to learning and in supporting learning throughout the school community. Ultimately, our vision is to encourage and nurture within our pupils, and the entire school community, knowledge, skills and qualities that will make them responsible digital citizens now and in the future. We aspire to safely and confidently equip pupils to face the exciting, new and ever developing opportunities and challenges presented by constantly evolving technology.

Rationale

Why should our pupils use ICT?

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum.
- ICT can motivate and enthuse pupils providing a vehicle for the development of pupils' creativity.
- ICT supports different types of learners – audio, visual and kinaesthetic.
- ICT can help pupils overcome barriers to learning and so experience success in learning.
- ICT can improve the thinking skills and personal capabilities of pupils and promotes independent learning.
- ICT can empower pupils, develop self-esteem and promote positive attitudes to learning.
- ICT allows children to explore, exchange, manage and evaluate information.
- ICT offers potential for effective group work and collaborative learning, both physically together and remotely using online collaborative tools.
- ICT can be helpful in assisting staff in assessing learning and can be a powerful tool in providing ways in which barriers to learning and additional needs can be identified.
- ICT gives pupils access to immediate and up to date sources of information.

Aims

Our aims in using ICT in Teaching and Learning are to:

- Extend, deepen and enhance learning across all areas of the curriculum.
- Embed ICT into every day school life by enabling pupils to explore, express, exchange, evaluate and exhibit their work.
- Contribute to raising standards in Literacy, Numeracy and other areas of learning.
- Encourage pupils to select and use ICT resources and skills appropriate to the task.
- Develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts and problem solving situations.
- Provide an effective means of identifying and overcoming barriers to learning and supporting those pupils with additional or special educational needs.
- Instil children with a sense of confidence, achievement and enjoyment as digital creators.
- Give children access to a variety of sources of information by providing an environment where access to ICT resources is natural and commonplace.
- Enable pupils to develop skills of Using ICT safely and responsibly in a safe learning environment.
- Enable pupils to extend their learning beyond the school environment and use ICT as a means of communicating their learning with their teacher and their parents.

- To encourage and highlight the importance of becoming a responsible digital citizen both now and in the future.
- Ensure staff are motivated and confident in the use of ICT and aware of the contributions ICT can make to learning and teaching.

Our aims in using ICT in Management are to:

- Develop a whole school approach to ICT ensuring continuity and progression in all strands of the Northern Ireland Curriculum.
- Explore and utilise ways in which ICT can be used to strengthen and maintain home/school partnerships.
- Create, use and adapt high quality digital teaching resources.
- Encourage sharing of resources and good practice through ICT.
- Increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.
- Enable the use of pupil performance data to inform strategic planning.
- Provide and ensure safeguards in relation to pupils' access to information across the internet through the C2k filtering system.

Strategies for the use of ICT

ICT is not taught in isolation *as,*

'The emphasis in Using ICT is on children using digital skills appropriately while engaging in meaningful and purposeful activities.' (CCEA Website)

Therefore, when a session is planned to develop pupils' ICT skills, it will always be cross-curricular in approach.

- ICT is planned and delivered as an integral part of each curriculum area to support and enrich children's learning.
- ICT is used to enhance learning through whole class, collaborative group and individual work.
- All pupils are given equal access opportunities through management of ICT resources.
- ICT is a statutory right and entitlement for all pupils.
- Meaningful use of ICT at home will continue to be encouraged through homework and home learning.
- Children and their families, should continue to be encouraged to access and make use of the school website, social media pages, Seesaw and the school app which are regularly updated with resources for pupils, families and the wider community.

Requirements for Using ICT in the Northern Ireland Curriculum

Using ICT is identified as one of the three key cross-curricular skills in the Northern Ireland Curriculum (CCEA, 2007). Children will be given the opportunity to develop skills in ICT in accordance with the Northern Ireland Curriculum guidelines which state;

Information and Communication Technology, 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.

Using ICT describes the ability to handle and communicate information, solve problems and pose questions through the use of information and communication technologies in a variety of contexts across the curriculum. It includes collaboration within and beyond the classroom; allowing pupils the opportunities to share and exchange work; and exhibit and showcase their learning. (CCEA, 2007)

At Omagh Integrated Primary School across the curriculum, at a level appropriate to their ability, pupils will be enabled to develop these five core skills.

Explore

- 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

- Create, develop, present and publish ideas and information using a range of digital media;
- Manipulate a range of assets to produce multimedia products.

Exchange

- Communicate safely and responsibly using a range of contemporary digital methods and tools;
- Exchange, share, collaborate and develop ideas digitally.

Evaluate

- 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

- Manage and present their stored work;
- Showcase their learning across the curriculum;
- Use ICT safely and responsibly to share their work.

Desirable Features

It is our aim to give our pupils a broad and balanced experience of using ICT and to enable our pupils to develop their skills in using the 5Es across all of the recently updated desirable features identified by CCEA (2019) throughout their primary education. These are;

- Computational Thinking and Coding (Interactive Design*)
- Digital Art and Design (Working with Images*)
- Digital Audio (Music and Sound*)
- Digital Storytelling: Film and Animation (Film and Animation*)
- Digital Storytelling: Presenting (Presenting*)
- Digital Storytelling: Publishing (Desktop Publishing*)
- Managing Data

*Previously named Desirable Features are shown in brackets for ease of comparison.

Planning and Progression

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5Es within the cross-curricular nature of the Northern Ireland Curriculum. All pupils have opportunities to develop a wide range of skills and competencies commensurate with their age and abilities as they progress through the school from Year 1 to Year 7. Pupils in the Foundation Stage begin developing basic ICT skills from Year 1 in line with the Developing Using ICT Continuum for Foundation Stage, whilst Key Stage 1 and 2 work to develop pupils' abilities to reflect the ICT Levels of Progression identified by CCEA. Planning for UICT is incorporated into the teachers' Monthly Planners.

Access

In order to maximise the use and benefits of the school's ICT facilities, Omagh Integrated Primary School aims to make the ICT facilities available:

- To every child through a weekly Computer Suite and iPad Timetable.
- In various classrooms, Library and Learning Support rooms as a tool to present, produce work and research information.
- In each class to be used by the class teacher as a learning and teaching aid.

Our school is well resourced with an IMEX board with Apple TV installed, two networked laptops and one networked workstation located in every classroom. All workstations are connected to two colour laser printers. The ICT Suite includes 32 workstations with access to a colour printer and an IMEX Board. The school's Learning Support Room, Staff Room and Library also benefit from installed IMEX Boards. A range of portable technology to supplement learning is also available to teachers. This includes headphones, lapel mics, iPad tripod, green screens, Beebots and Probots.

32 iPads are contained within a lap taddy charging trolley located in the ICT Suite and is available to classes on a weekly basis. A further 21 iPads are deployed across the three key stages and assist with the integration of ICT into everyday classroom activities. Each teacher is provided with their own iPad and Microsoft Surface Pro 7 Plus. We also have one centralised Mac Book.

All pupils have access to the C2k managed services by logging in with their individual username and password. All computers and iPads have access to appropriate curriculum supporting programmes. As set out in the school's **Acceptable Use of the Internet and Digital Technologies Policy,** pupils (Year 4 to 7) agree to and sign a copy of the *'Code of Practice: Acceptable Use of ICT and Digital Technologies for Pupils'* whilst parents agree to the Code of Practice on their child's behalf in Nursery to Year 3.

Adults within the school also have access to networked computers through their own login, Surface Pro and iPads. As set out in the school's **Acceptable Use of the Internet and Digital Technologies Policy**, adults agree to the *'Acceptable Internet Use Statement'.*

Pupils are regularly provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour at a level appropriate to their age and ICT capability.

Equal Opportunities and Inclusion

All teaching and non-teaching staff at Omagh Integrated Primary are responsible for ensuring that all children irrespective of gender, ability, ethnic origin and social circumstances have access to a broad and balanced curriculum that includes ICT.

Provision for children with SEN in relation to ICT is the responsibility of the class teacher, Support Staff and Learning Support Co-ordinator as appropriate. ICT, especially, provides a means whereby children with SEN are able to present and develop their work more easily. When possible, ICT equipment is made available for a specific child, or groups of children to work with Support Staff and/or work with each other, so that work can be drafted and redrafted.

Monitoring and Evaluating

Monitoring ICT will enable the ICT Coordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. Monitoring of ICT provision is carried out by the school's ICT Co-ordinator, ICT Team, Senior Leadership Team (SLT) and the Principal in the following ways:

- Informal discussion with staff and pupils;

- Observations of ICT displays;
- Samples of pupils' work;
- Monitoring of Monthly Planners.

All staff are encouraged to be reflective practitioners of ICT. Skills audits are carried out amongst staff to identify training needs to enable staff to best meet the needs of learners and to provide a broad and balanced classroom ICT experience.

Staff Roles and Responsibilities

The Principal

The overall responsibility for the use of ICT rests with the Senior Leadership Team of the school. The Principal, in consultation with staff:

- Determines the ways ICT should support, enrich and extend the curriculum;
- Decides the provision and allocation of resources;
- Ensures that ICT is used in a way to achieve the aims and objectives of the school;
- Ensures that there is a current and agreed ICT policy which is implemented by all staff and monitored and reviewed by the ICT Co-ordinator.

ICT Coordinator

The appointed ICT Coordinator's role is to oversee the planning and delivery of ICT across the school and to take the lead in the promotion of Online Safety.

'Schools should be energetic in teaching pupils how to act responsibly and keep themselves safe in a digital world and as a result, pupils should have a clear understanding of online safety issues and be able to demonstrate what a positive digital footprint might look like for themselves.' (DE Circular 2016/27)

The ICT Coordinator will be responsible for:

- Assisting all teachers with the implementation of this policy;
- Facilitating the use of ICT across the curriculum in collaboration with all subject coordinators;
- Providing or organising training to keep staff skills and knowledge up to date;
- Liaising with SLT in order to set priorities and targets to improve ICT provision;
- Forming part of the Child Protection and Safeguarding Team;
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources;
- Monitoring and evaluating the delivery of the ICT curriculum and reporting to the Board of Governors, through the Principal, on the effectiveness of provision.

The ICT Coordinator shall be seen as a facilitator of ICT in the school rather than an expert in ICT.

The Classroom Teacher

The Classroom Teacher will be responsible for:

- Integrating ICT into curriculum planning, classroom teaching and the assessment of pupils' work;
- Ensuring that any ICT resource used in the classroom is appropriate to curriculum needs and the learning needs of the pupils;
- Discussing the rules regarding acceptable behaviour whilst using online learning platforms;
- Ensuring the promotion of safe online behaviours at all times with their pupils;
- Contacting C2K helpdesk if they have any ICT related issues to seek guidance and assistance.

Staff Development

At Omagh Integrated Primary we recognise the need for the ongoing development of ICT capability to reflect the constantly changing nature of technology. We endeavour to continue professional development of all staff, including support staff, as appropriate. This is provided in accordance with the School Development Plan and based on audits of identified needs as well as developments in technology.

ICT in the Home and in the Community

The majority of pupils have access to computers or other technological devices in the home. Where appropriate, pupils will be given opportunities to make use of such ICT resources to:

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

Please note - pupils will not be discriminated against where a personal computer is not available within the home.

Links with School Policies

- E-Safety Policy
- School Policy for the Acceptable Use of the Internet
- Social Media Policy
- Policy for Acceptable Use of Mobile Phones and Related Technologies

Links with other Literature

This policy should be crossed-referenced with the following policies/documents:

- The Northern Ireland Curriculum - Primary;
- DE Circular: 2007/1 Acceptable Use of the Internet and Digital Technologies in Schools;
- DE Circular: 2011/22 Internet Safety;
- DE Circular: 2013/25 e-Safety Guidance;
- DE Circular: 2016/26 Effective Educational Uses of Digital Devices; and
- DE Circular: 2016/27 Online Safety.

Policy Review

This policy will be reviewed biannually or if appropriate more regularly in line with new guidelines and recommendations by the ICT Coordinator, ICT Team and SLT in collaboration with the whole staff.

Policy reviewed and updated: _____

This Policy was reviewed by staff: _____

This Policy was reviewed by Governors: _____

Signed   _____

 (Chair of the Board of Governors)

Signed   _____

              (Principal)

Review Date   _____