ICT Policy

St.Paul's Primary School
June 2015

As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

ARTICLE 29: Education must develop every child's personalities, talents and abilities to the full. It must encourage the child's respect for Human Rights as well as respect for their parents, their own and other cultures and the environment.

ARTICLE 16: Every child has the right to privacy. The law should protect the child's private, family and home life.

Purpose:

This policy reflects the school values and philosophy in relation to the learning and teaching of and with ICT. It sets out a framework within which teaching and nonteaching staff can operate, plus it gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme of Work for ICT which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for;

- ➢ All teaching staff
- ➢ All staff with classroom responsibilities
- ➢ School governors
- ➢ Parents
- ➢ Inspection teams.

Copies of this policy are kept centrally and are available from the principal and the subject co-ordinator.

Introduction:
Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching and learning.

- ➢ I.C.T resources, when used effectively, can bring significant changes to the nature and quality of teaching and learning.

- ➢ I.C.T can promote, support, enhance and enrich the curriculum in a unique way. It can contribute to all subjects and supports the development of skills such as Literacy and Numeracy, communication, problem solving, information handling, social and interpersonal skills and independent learning skills.

- ➢ I.C.T is a significant medium of communication and dominant means of accessing, managing and transmitting information. It affects all aspects of life and work. The effective use of I.C.T also prepares pupils for living and working in an increasingly information rich society.

What is Information Communications Technology (ICT)?

ICT comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but ICT also includes programmable robots, tape recorders, calculators, digital cameras, video cameras and iPads.

Why should our pupils use ICT?

1. Information and Communications Technology, across the curriculum, has the potential to transform and enrich pupils' learning experiences and environments.

2. It can empower pupils, develop self-esteem and promote positive attitudes to learning.

3. 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.

4. 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.

5. It includes collaboration within and beyond the classroom; allowing pupils the opportunities to share and exchange work; and exhibit and showcase their learning. (C2K Software called Collaborate)

6. ICT enables pupils to undertake activities which would be difficult to pursue in another way.

7. ICT can motivate and enthuse pupils.

8. In the information society in which we live, pupils need to develop ICT skills in order to access relevant information.

9. ICT gives pupils immediate access to richer source materials.

10. ICT has the flexibility to meet the individual needs and abilities of each pupil catering for both weak and high achievers.

11. ICT offers potential for effective group work and collaborative learning.

12. ICT supports different types of learners: audio, visual and kinaesthetic.

13. ICT Coding Club will create an environment for thinking skills and problem solving. It combines mathematics, logic and algorithms, and teaches you a new way to think about the world. Software is the language of our modern world.

Aims

Our aims in teaching ICT are to:
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

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.

Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Exchange

Pupils should be enabled to

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

Pupils should be enabled to:

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Curriculum Development and Organisation:

Each class is allocated a time in the ICT suite to accomplish their ICT skills within our scheme. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other national curriculum subjects. Interactive whiteboards are located in majority of classrooms as well as the ICT suite. These are used as a teaching resource across the curriculum.

Teaching and learning style:

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. At times we do give children direct instruction on how to use hardware or software in 'skills' lessons but we often use ICT capabilities to support teaching across the curriculum. So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

Strategies for use of ICT

❑ ICT is not taught as a distinct subject, but is a tool to be used as appropriate throughout the curriculum subjects.
❑ It is a cross curricular skill where emphasis is placed on transferring, applying and 'using' skills effectively, throughout the curriculum
❑ ICT should be integrated into each learning area to support and enrich children's learning.
❑ All pupils are given equal access opportunities through management of ICT use.
❑ ICT is offered as an entitlement for all pupils- it neither should nor be perceived as a punishment or reward.

The contribution of ICT to teaching in other curriculum areas:

ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in Science and Technology. ICT enables children to present their information and conclusions in the most appropriate way.

Literacy:

ICT is a major contributor to the teaching of Literacy. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing (C2k Collaborate). They learn how to improve the presentation of their work by using desk-top publishing software

Numeracy:
Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.

PDMU:
ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world.

Health and Safety:
➢ Sitting

➢ Top of the screen close to eye level

➢ Screen positioned to avoid glare

➢ Feet flat on the floor

➢ Shoulders and neck relaxed

➢ Forearms level with desk

➢ Lower back supported

➢ Upper leg horizontal

➢ Give yourself room – avoid a cluttered work area. Spread out keyboard, mouse and printer etc.

➢ Make sure that the top of the monitor is at eye level. The screen should be between 50-70cms from the user.

➢ Reduce reflection by swivelling and tilting the monitor from direct sunlight. Regularly clean your screen. Adjust contrast and brightness.

➢ Eyestrain – avoid long periods on the computer (1 hour maximum). Advise children to take short breaks during a task. Allow children to rest for at least 30 minutes before beginning another computer activity.

It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT Suite clean and tidy after use. Food and drink should not be consumed near ICT equipment.

An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

Acceptable Use Statement:

The computer system is owned by the school, and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management.

The school recognises that technologies such as the Internet and e-mail will have a profound effect on children's education and staff professional development in the coming years and the school's Internet Access Policy has been drawn up accordingly.

The installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Internet Access Policy Statement:

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An Internet Access Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to computers with Internet Access. Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

Note all of all PC's, teacher and pupil laptops are c2k filtered.

The school has Internet access in every classroom. Parents are requested to complete permission forms to allow children to use the Internet. These forms are completed in November in P1 year (or in case of a new pupil, on entry to the school.) Forms are kept by class teacher and passed to next teacher at end of each school year.

Parents and pupils are informed of guidelines for safe use of the Internet and pupils sign an agreement to adhere to these rules.

Internet Publishing Statement (School Website)

The school wishes the school's website www.stpaulsmica.com to reflect the diversity of activities, individuals and education that can be found at St. Paul's Primary School. However, the school recognises the potential for abuse that material published on the Internet may attract, no matter how small this risk may be. Therefore, when considering material for publication on the Internet, the following principles should be borne in mind:

➢ No video recording may be made or published without the written consent of the parents/legal guardian of the child concerned, and the child's own verbal consent.

➢ Surnames of children should not be published, especially in conjunction with photographic or video material.

➢ No link should be made between an individual and any home address (including simply street names).

➢ Where the person publishing material suspects that there may be child protection issues at stake then serious consideration must be taken as to whether that material may be published or not. In the case of a simple piece of artwork or writing, this may well be fine, but images of that child should not be published. If in doubt, refer to the person responsible for child protection.

➢ No material may be published on the school web site without approval of the ICT co-ordinator.

Cyberbullying

Cyberbullying can be defined as 'the use of IT, particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

The School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School's IT network is secure and subject to continuous monitoring in the interests of safeguarding the wellbeing of all members of the School community.

The School's pupil IT Acceptable Use Policy aims to ensure that pupils are responsible in their use of IT, making sure that they safeguard their own wellbeing, do nothing that adversely affects others, adopt good practice to enable the efficient operation of the School network and do not waste time.

Copies of the Pupil I.T. Acceptable Use Policy are located in the ICT Suite and computer resource areas. It defines what constitutes safe and acceptable use of the internet and any other electronic and digital services.

Every February the school celebrates Safer Internet Day. Pupils are educated on the subject of Staying Safe Online, Cyberbullying and the dangers of social networking sites, through fun and informative games, video clips and websites. We encourage our pupils to report instances of this or any other dangerous or suspicious online behaviour. All staff have a responsibility to safeguard the welfare of pupils online by educating them, supporting them and reporting any instances of Cyberbullying or other dangerous or suspicious online activity in line with School procedures.

Use of Portable Equipment:

The school provides portable ICT equipment such as laptop computers, Intel Microscopes, Web cams and digital cameras to enhance the children's education and to allow staff to make efficient use of such equipment to enhance their own professional activities.

➢ Equipment may be in the care of a specific individual, but it is expected that all staff may wish to benefit from the use of a laptop computer and access should be negotiated with the individual concerned. Any difficulties should be reported to the ICT co-ordinator. Certain equipment (e.g. digital camera) will remain in the main office, and may be booked out for use according to staff requirements. Once equipment has been used, it should be returned to the resource area in main office;

➢ Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned for school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it.

Data Protection Act:

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

Care of Equipment:

The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.

➢ All equipment should be switched off at the end of the working day.

➢ Any technical fault should be reported to the ICT co-ordinator.

➢ The use of solvent cleaners and polishes is not allowed without express permission from the ICT co-ordinator.

Homework Policy

Pupils are encouraged to make use of home computers, computers in their local library or in Homework Centres to research encyclopaedias or search the Internet to support classroom activities. At times during the year pupils may have the choice to complete specific homework tasks on the computer.

Staff Development

All teachers have participated CPD training days to up skill staff on the effective use of ICT. The continued development of ICT capability is very important. Opportunities for further development of staff will be provided.

Role of the ICT Co-ordinator (including other teachers that are part of the ICT Curriculum Team):

The responsibilities include:

➢ Maintenance of an ICT policy that reflects current technology and attitudes.

➢ Maintenance of a Scheme of Work that reflects current resources, National Curriculum, staff and child skills.*)*

➢ Monitoring of implementation of the Scheme of Work throughout the school including issues such as equality of access, planning and assessment etc.

➢ Organisation and distribution of hardware and software throughout the school.

➢ Maintain central resources (audited annually) such as software masters, digital cameras, control and monitoring equipment in an organised and accessible manner.

➢ Maintain the network software infrastructure including the addition and deletion of users, e-mail accounts, new software etc.

➢ To maintain secure backup routines on the fileserver.

➢ Plan and implement INSET programmes according to staff needs, as agreed with the Principal.

➢ Provide an annual action plan and financial plan for the maintenance and development of the school's ICT resources.

➢ To liaise with other curriculum co-ordinators regarding the purchase of resources for their subject area.

➢ To provide support in the delivery of the school's Scheme of Work through monitoring and advice, this will include reporting to the Principal when appropriate.

➢ To monitor new developments in ICT (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.

➢ Ensure that Health and Safety guidelines in ICT are followed, including
- Setting up and moving equipment;
- Establishing appropriate working conditions;
- Ensuring electrical safety checks are carried out by the relevant authority.

Inclusion:

We recognise that ICT offers particular opportunities for pupils with special educational needs and gifted children. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can;
➢ increase access to the curriculum

➢ raise levels of motivation and self esteem

➢ improve the accuracy and presentation of work

➢ address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individuals or groups of children.

Assessment:

A summary sheet is used to record details of the ICT skills completed. We have built upon this process by developing and maintaining electronic portfolios of pupils' Work.

Each pupil's progress will be carefully monitored and assessed as follows:

➢ Teachers' observations.

➢ Individual pupil e-portfolios. *ICT work will be saved into pupil 'My Documents' area on the network. This area will be kept for the entire time that they spend at this school. Each unit of work will be assessed on completion and on-going records will be kept with the class until the end of Primary 7.*

➢ During the year, the ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.

➢ Examples of children's work will be displayed around the school and on the school website where possible.

The ICT subject leader regularly discusses the ICT situation with the principal and provides an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. Reporting to parents is achieved through parent consultation meetings, which take place throughout the year. An annual report, within each child's school report, will focus upon attitudes of the child to their ICT skills and competence in a variety of applications.

Resources Per Year Group:

Year Group	Equipment
P1A	1 New Dell Laptop, 1 Old Dell Laptop, HP LaserJet Printer, Promethean Interactive Whiteboard and 1 iPad.
P1B	1 Standalone Computer, 1 Old Dell Laptop, HP LaserJet Printer and 1 iPad.
P2A	1 Standalone Computer and 1 iPad.
P2B	1 New Dell Laptop, Canon Printer, Promethean Interactive Whiteboard and 1 iPad.
P3A	1 New Dell Laptop
P3B	1 Standalone Computer and 1 Basic Camera
P4A	1 New Dell Laptop, Advent Printer and Smart Interactive Whiteboard.
P4B	1 New Dell Laptop, 1 Old Dell Laptop, Canon Printer and Promethean Interactive Whiteboard.
P5A	2 New Dell Laptops, Canon Printer, Smart Interactive Whiteboard and School Canon Camera.
P5B	1 New Dell Laptop, 1 Old Dell Laptop and Promethean Interactive Whiteboard.
P6	1 Standalone Computer, 1 New Dell Laptop, Canon Printer and Promethean Interactive Whiteboard.
P7A	1 Standalone Computer
P7B	1 Standalone Computer and Canon Printer
Canteen	1 Old Dell Laptop & Projector
SEN	3 New Dell Laptops and HP Printer
Office	1 Standalone Computer and HP LaserJet Printer
Principal	1 Standalone Computer and HP Printer
Family Room	1 New Dell Laptop
ICT Suite	12 Standalone Computers, 1 New Dell Laptop, 6 Old Dell Laptops, 1 HP LaserJet Printer, 1 Dell Printer, 1 HP A3 Printer and Promethean Interactive Whiteboard.

Whole School Overview:

Equipment	Quantity
New Dell Laptop	14
Old Dell Laptop	11
Smart Interactive Whiteboard	2
Promethean Interactive Whiteboard	6
Projector	1
Camera	2
Printer	13
A3 Printer	1
Photocopy	2
iPad	4