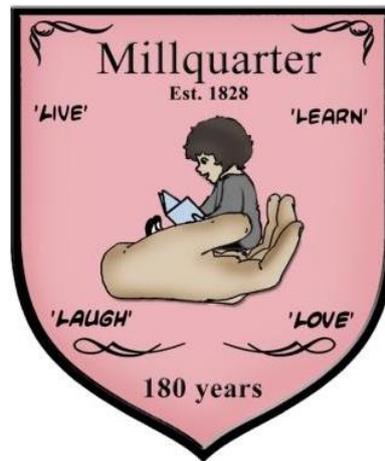


Millquarter Primary School



VICT Policy

September 2018 –

June 2019



Purpose

This policy reflects Millquarter Primary School's values and philosophy in relation to the teaching of, and learning with, UICT. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It reflects the progress that has been made in ICT within the whole school organisation over recent years, as well as the evolving role of ICT as defined by the Revised Northern Ireland Curriculum.

Introduction

Using Information and Communication Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasing by access to varied and developing technology. We recognise that Using Information and Communication Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

Within the Northern Ireland Curriculum the Use of Information and Communication Technology (UICT) is concerned with the handling of electronic information and involves collecting, creating, storing, processing, communicating, encouraging critical thinking and presenting all types of information in a variety of ways for a variety of purposes. These are classified within the curriculum as Explore, Express, Exchange, Evaluate, Exhibit – "The 5 Es".

Why should our pupils engage in UICT?

- UICT can enhance teaching and learning across all areas of the curriculum.
- UICT enables pupils to undertake activities in virtual or modelled form that would be difficult to pursue in any other way, thus providing a safe and non-threatening learning environment.
- UICT can motivate and enthuse the most reluctant learners giving greater scope for the development of pupils' learning and creativity.

- In the technological era in which we live, UICT provides opportunities to develop life skills that are important within our society, such as data handling or accessing information.
- UICT gives pupils immediate access to prolific and varied sources of materials.
- UICT has the flexibility to meet the individual needs and abilities of each pupil providing every child with opportunities to achieve.
- UICT promotes access for pupils with special needs.
- UICT offers potential for effective group work and collaborative learning.
- The multi-sensory environment provided by UICT supports different types of learners – audio, visual and kinaesthetic.

ICT Vision

Millquarter Primary School fully acknowledges the role of UICT, digital and multimedia technology in enhancing learning & teaching and empowering learners.

In Millquarter Primary School, we believe that:

- UICT is embedded throughout the curriculum and as such supports the raising of standards in Literacy and Numeracy.
- UICT practice should build upon pupils' prior knowledge and provide opportunities for pupils to develop as independent and collaborative learners commensurate with their age and abilities.
- There is a need for balance between the development of UICT skills and the application of these skills to the curriculum.
- The UICT curriculum is well planned and co-ordinated across the areas of learning demonstrating suitable progression.
- UICT supports the thinking skills & personal capabilities framework within the Revised Curriculum and enables pupils to plan, do and review their work.

Learners:

- Pupils will acquire a range of up to date multi-media ICT skills and competences and have opportunities to apply these across the curriculum
- Pupils' work is stored as e-portfolios and often backed up on portable media storage devices.
- Pupils should have opportunities to engage in the assessment of their own and others' work in UICT.
- Pupils have a clear understanding of 'e-learning' and know how to remain safe.
- Pupils should have equitable access to UICT resources and UICT should be utilised to enable access to the curriculum for children with special needs including newcomer and gifted pupils.

Teachers:

- All curriculum, subject, key stage co-ordinators and teaching staff are aware of the contribution of UICT to enrich learning & teaching.
- Teachers use UICT to produce high quality learning materials and support innovative approaches to learning.
- Teachers will engage UICT to support whole-class teaching via data projectors and interactive whiteboards.
- UICT is celebrated and shared within the school and we encourage collaborative work between classes, schools and other organisations.
- UICT is assessed in line with the requirements of the Revised Curriculum and the school uses UICT to record and manage pupil assessment data.
- Are confident in the use of UICT to support their role.
- Have a support network within the school to develop their UICT knowledge, skills and understanding.
- Will engage pupils in regular and well-informed discussions about their use of UICT and how to improve it.

Parents:

- Support and understand the e-learning of their children.
- Can access information that allows them to support and develop their children's learning.
- Know how to protect their children within online communities

Progression

Pupils' UICT skills and competences will be developed and recorded from Primary One to Primary Seven. Children are given every opportunity to explore the five areas of UICT when appropriate to age and ability.

CCEA's Levels of Progression for UICT are used to provide information about pupils' progress and to assist in making judgments about the levels at which pupils are working. The levels are presented from Level 1 to Level 5. The Levels of Progression describe the types and range of performance that pupils working at each level should demonstrate. When judging a pupil's level of UICT competence level statements are chosen that best fit pupils' work over a period of time. This judgment is verified by careful comparison with the levels immediately above and below. Levels of progression build successively on the knowledge, understanding and skills of lower levels which are subsumed within them.

A current Scheme of Work is being implemented in line with the NI Curriculum. It aims to ensure progression of skills across all areas of UICT. It takes into account the 5Es of ICT – Explore, Express, Exchange, Evaluate and Exhibit.

Monitoring & Evaluating

Teachers work together to ensure parity at each level. Training and familiarisation with the new levels in Use of Information and Communication Technology began in 2012/13.

Teachers maintain records of each child's progress in the 5 Es. Samples of work are maintained as evidence in each child's 'My Documents' folder.

Children will complete a self-evaluation form at the end of each school year. Foundation stage pupils will be given assistance where necessary.

CCEA Accreditation Tasks will be used in all classes from P1 – P7 classes and formally used at the end of Key Stage 1 and 2 to assess children’s skills and capabilities across the five areas of UICT. All P7 children receive accreditation certificates appropriate to their levels.

Access

Each class is allocated a time to use the computers to accomplish their UICT scheme of work units. This scheme is currently being integrated to ensure that the delivery of ICT is linked to subjects and takes on board the statutory requirements of other curriculum subjects.

Individual computers and laptops in each classroom support the development of UICT. Interactive whiteboards are allocated in all the Key Stage 1 & 2 classrooms. These are used as a teaching resource across the curriculum.

Teaching & Learning

Teacher’s planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with the average expectations and those working above average expectations for children of their age.

A wide range of styles are employed to ensure all children are sufficiently challenged:

- Children may require working individually, in pairs or in small groups according to the nature or activity of the task.
- Different groupings of children may be based on ability, either same ability or mixed ability.
- Different levels of input and support
- Different outcomes expected
- Use of ICT at home will continue to be encouraged through projects, homework and use of Learning NI (LNI) which can be accessed through a home computer or at the local library.
- Children should be encouraged to access and make use of the school website which is regularly updated.

The ICT co-ordinator will review teachers’ ICT plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of ICT capability.

UICT and the NI Curriculum

Literacy

- Children learn how to draft, edit and revise text.
- Children can create, develop, present and publish ideas and opinions visually or orally.
- They learn how to improve the presentation of their work by using desk-top publishing and presentational software

Numeracy

- Children use UICT in Numeracy to collect data, make predictions, analyse results and present information graphically.
- They can explore mathematical models e.g. use of Beebots, Probots and spreadsheets.

Personal Development and Mutual Understanding (PDMU)

- Pupils develop a sense of global citizenship by using the internet.
- Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT
- Pupils gain a knowledge and understanding of the interdependence of people around the world.

Creative and Expressive

- Children will have opportunities to develop their creativity through a range of network software and digital technology e.g. Fresco, Painter, Photostory, Comic Life, Moviemaker
- They can explore the internet to gain access to a wealth of images and information as stimuli.

World Around Us

- UICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.

Equal Opportunities

The Northern Ireland Curriculum states that “All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability.”

It is our policy to ensure this by:

- Ensuring all the children follow the ongoing scheme of work for UICT;
- Keeping a record of children’s ICT use to ensure equal access and fairness of distribution of ICT resources;
- Providing curriculum materials and software which are in no way class, gender or racially

Inclusion

We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language. 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 UICT 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 individual or groups of children.

The School Development Plan

The school’s action planning for UICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an annual basis.

Staff Development

The on-going development of UICT capability is very important. Opportunities for the continuing professional development of all staff, including non-teaching staff as appropriate, will be provided in accordance with the school development plan.

Internet

The school has Internet access in every classroom. Its use is encouraged as an effective tool for research and communication. Any use of the Internet will be strictly in accordance with the school's E-Safety Policy, which has been communicated to staff, pupils, governors and parents.

Implementation and Review

Board of Governors and Staff will receive a copy of this policy and parents will be informed that it is available on request. This policy will be monitored annually by the co-ordinator, the Principal and the Board of Governors and revised if necessary.

GDPR (General Data Protection Regulation)

Code of Conduct – GPDR UICT

- *Staff/Pupils will only transport, hold, disclose or share personal information about themselves or others, as outlined in the General Data ICT Acceptable Use 2018.*
- *Staff/Pupils will not be permitted to remove or copy sensitive or personal digital data from School network unless the data storage device is encrypted and is transported securely for storage in a secure location.*
- *Paper based protected and restricted ICT data must be held in secure storage. Staff must make sure they have a valid purpose to have any data in print and if data has been printed off it needs to be securely disposed of once it is no longer required. Staff should think before they leave data unattended.*

- *Wherever possible staff should use School-based programs to access and store information they need and should always ensure the ongoing confidentiality and integrity of any administrative and/or teaching and learning Management Information System and/or services that they use. Staff should not export any sensitive or confidential student/parent/staff data into an Excel spreadsheet from any System and store this data on their home/public computer or device.*
- *Staff should understand that General Data Protection Regulation requires that any staff or pupil data to which they have access, will be kept private and confidential, except when it is deemed necessary that they are required by law or by School/Trust policy to disclose such information to an appropriate authority. Therefore, Staff should not send personal data to anyone unless you are legally required to, have the person's permission or a valid reason to do so – if you are not sure, ask someone.*
- *If staff are looking to purchase or use any online IT systems or services that store or process pupil or parent personal data, they should in the first instance liaise with the ICT Services and Innovations Manager in order for a GDPR Data Audit and Data Protection Impact Assessment to be undertaken.*
- *The Data Controller in the School is responsible for ensuring that personal data stored on School systems regarding staff, pupils and parents is appropriately restricted and only accessible to designated individuals. Staff are strictly prohibited from storing pupil or parent data on their own personal devices. Staff are therefore expected to act responsibly if using their personal mobile device for School business. They must delete sensitive or commercial emails from their device once the task has been completed and also delete any attachments to emails e.g. data sets/spreadsheets once finished.*

Appropriate use of Social Networking/Media Sites and Online Safety

Social media/website usage/app interaction is a fun part of everyday life, but it can carry risks. Millquarter aims to help pupils and staff avoid any pitfalls, while still making best use of social media for teaching/learning and research as well as social purposes.

Pupils are strongly advised to Follow Childnet's SMART Rules when using any sites:

***Safe.** Keep safe by being careful not to give out personal information - such as your name, email, phone number, home address, or School name - to people who you don't know or trust online.*

***Meeting** someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.*

***Accepting** emails, instant messages, opening files, pictures or texts from people you don't know or trust can lead to problems - they may contain viruses or nasty messages.*

***Reliable.** Someone online may be lying about who they are, and information you find on the Internet may not be reliable.*

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried.

2. *Pupils will not be able to transfer personal details via apps or other media services.*

Principal:

Board of Governor(CHAIR): _____