

# ICT Policy

## Moneynick Primary School

January 2021

Updated November 2024



Signed: \_\_\_\_\_ (Principal)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair)

Date: \_\_\_\_\_



## GENERAL STATEMENT

ICT comprises a variety of systems that handle electronically retrievable information. These include computers, LED Screens, programmable robots, tape recorders, CD players, calculators, digital cameras and video cameras. ICT is concerned with the handling of electronic information and involves using this information in a variety of ways for a variety of purposes

The teaching of ICT will involve the '5 Es':

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

It will also include the teaching of the desirable features of:

- Computational Thinking and Coding
- Digital Art and Design
- Digital Audio: Music and Sound
- Digital Storytelling: Film and Animation
- Digital Storytelling: Presenting
- Digital Storytelling: Publishing
- Managing Data

**Explore 1** refers to looking for, finding, choosing and using information. If you plan appropriately, you can cover this requirement through any of the categories for the Desirable Features.

**Explore 2** refers to using digital tools to investigate and solve problems. You can cover this requirement through Computational Thinking and Coding and/or Managing Data type activities.

**Express** involves pupils being creative, developing and presenting their ideas. Activities in any of the Digital Storytelling (Film and Animation, Presenting and Publishing) types of ICT, or through Digital Art and Design and/or Digital Audio: Music and Sound will support this 'E'.

**Exchange** refers to communicating online to share and develop ideas. To cover Exchange through any of the different types of ICT, you can plan in using an online collaborative tool to allow for meaningful opportunities in this E. This could include

video conferencing;

- emails;
- blogging;
- using discussion boards to share ideas;
- using online functions such as commenting to leave opinions on others' work;
- collaborating on a shared document;
- creating material online together;
  - sharing work in a Virtual Learning Environment (VLE);
- using Cloud tools to store, organise, complete, share and submit work; and
- sharing materials such as images or written activities to a wider audience.

**Evaluate** involves pupils reflecting on how they are carrying out and/or how they have carried out an activity. They focus on the process and outcome of an activity and assess how they might improve these. All types of ICT should include an element of Evaluate. Activities with a strong problem-solving focus such as Computational Thinking and Coding and Managing Data require children to Evaluate what they are doing as they consider whether their approach to a problem is effective and efficient.

**Exhibit** involves pupils managing and displaying their work digitally. This could range from printing and saving their work to organising and maintaining digital files and folders. You should include Exhibit in any ICT activity.

For all of types of Using ICT, it is important to show pupils what good examples of work look like in practice, for example listening to musical compositions in Digital Audio or viewing film or animation clips to explore the structure of the story

A new CCEA framework to integrate digital skills across the different Key Stages, building thinking skills into the process of learning about digital devices and creating qualifications that are unique to Northern Ireland.

The CCEA framework addresses all the statutory requirements for Using ICT in Foundation Stage, Key Stage 1 and Key Stage 2 through a new optional Digital Skills curriculum for primary schools.

This curriculum is delivered through three strands.

The strands are called:

- **Becoming a Digital Citizen**

This means developing skills that will be useful to anyone who wants to take part safely and effectively in the digital aspects of society. In this context pupils should learn about how to use the internet productively but with an understanding of how to stay safe, and what are the social norms and legal implications of their actions online.

- **Becoming a Digital Worker**

This means developing skills that will be useful to anyone who will work or for use in their future learning. In primary this can mean developing an understanding of office-based products like word processing programmes, presenting and data handling software as well as understanding how to access, manage and save work in a digital environment. Using digital collaboration tools to safely collaborate with others to create and improve their work is also an important skill to develop.

- **Becoming a Digital Maker**

These are the skills relating to designing and building technology.

- 1. Logical & structured options**

This includes pupils exploring coding and programming through interaction with different types of languages and devices.

- 2. Creative technology options**

- This includes Using ICT 'Express' types of ICT such as digital storytelling through film, animation, working with images, e-books, publishing and presentation software, digital audio (music and sound activities).

The strands will cover the following areas:

- **Digital Storytelling** (Publishing Print/Online)
- **Digital Storytelling** (Presenting)
- **Digital Storytelling** (Film/Animation)
- **Digital Audio** (Music/Sound)
- **Digital Art & Design** (Images/Interactive Design)
- **Digital Problem-Solving** (Programming/Computational Thinking)
- **Digital Data** (Using/Managing/Handling Information)

In order to ensure that children also develop their wider understanding of the digital world and the application of digital technology in life and learning, **Thinking Skills & Personal Capabilities** will be explicitly promoted.

## RATIONALE

Why should our pupils use ICT?

- ICT can enhance the learning process across all areas of the curriculum
- ICT enables pupils to undertake activities which would be difficult to pursue in any other way
- ICT takes the laborious routine out of some text and information tasks giving greater scope for pupils' creativity
- ICT can motivate pupils
- In the society in which we live, pupils need to develop ICT skills in order to access relevant information
- ICT gives pupils immediate access to richer source materials
- ICT has the flexibility to meet the individual needs and abilities of each pupil, catering for both the slow learner and the high achiever
- ICT allows pupils with learning difficulties to have a greater sense of achievement
- ICT offers potential for effective group work and collaborative learning
- ICT supports different types of learners – audio, visual and kinaesthetic

## 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 pupils access to a variety of sources of information
- instil in pupils a sense of confidence, achievement and enjoyment
- encourage pupils to become more autonomous learners
- encourage the more capable, and often the less capable, to become mentors for their peers and for younger pupils (especially pertinent within our composite class environment)

## STRATEGIES

The following are strategies that will be applied in the teaching of ICT:

- ICT is not taught as a distinct subject, but is a tool to be used as appropriate throughout the curriculum
- ICT should be integrated into each area of study to support and enrich pupils' 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

## INCLUSION

The school's ICT facilities are available for use by all pupils and staff. For pupils with learning difficulties and/or physical or sensory disability, appropriate use of ICT can often enhance access to aspects of the curriculum. Motivation can be greatly enhanced as can a sense of achievement.

We will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access.

## DIFFERENTIATION

Differentiation should be achieved through differentiated tasks and through differentiation of intended outcomes. For example, pupils who are progressing more rapidly should be encouraged to extend their ICT experiences either through use of more challenging software/Internet use, or by extending the set task.

## INTERNET

The school has internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Internet Policy, which will be communicated to staff, pupils, governors and parents.

*(See ICT Policy)*

## ACCESS

Pupils have access to ICT through:

- Networked PCs in each of the classrooms
- Apple TVs
- Laptops
- iPads
- Roamer, Pro-bot and Bee-Bot, Spheros, Micro:bits
- Digital cameras
- Tape/CD recorders
- Digital recorders
- Webcam
- Networked colour photocopier

The school takes appropriate account of pupils' ICT experiences outside of school. Most pupils have home access to PCs or laptops but not all have Internet access or printer/scanner access. Foundation Stage pupils have access to ICT resources during Play Based Learning, Key Stage One pupils have access during Activity Based Learning.

Pupils will access technology under adult supervision.



## PROGRESSION

- Pupils' ICT skills and competencies will be developed from Year One to Year Seven
- Staff will reference CCEA documents on progression in Literacy and Numeracy
- Progression in each of the strands of ICT will be monitored by all staff

## MONITORING AND EVALUATION

- Teachers will observe and maintain records for every pupil containing evidence of progress in each of the 5 Es of ICT: Explore, Express, Exchange, Evaluate & Exhibit
- Samples of pupils' work will be maintained as evidence
- Pupils will complete self-assessment records as they progress through each year
- CCEA Accreditation will be used to formally assess pupils' ICT skills, across the strands, at the end of KS2. The CCEA tasks will be used as a basis throughout the school to ensure progression

## CYBERBULLYING

As a school we recognise the prevalence of cyberbullying within today's society and the harmful impact it can have on the lives of those affected by it. ICT lessons will include aspects of keeping safe when using electronic devices and actions to be taken if pupils experience cyberbullying. The pupils will have the opportunity to take part in ICT lessons during Anti-bullying week and on Internet Safety Day.

*(See Anti-Bullying Policy)*

## SCHOOL DEVELOPMENT PLAN

Our school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This will be reviewed on an annual basis.

## STAFF DEVELOPMENT

C2k and EA training days have been attended on a regular basis by one or more members of staff.

The on-going development of ICT capability is very important. Opportunities for continuing professional development of all staff, including non-teaching staff as appropriate, will be provided in accordance with the school development plan and will include INSET days led by the coordinator.

## HEALTH AND SAFETY

It is imperative that all electrical equipment is kept in good working order. The following guidelines must be adhered to:

- All electrical equipment must be kept away from water/liquids
- All plugs and leads should be checked regularly for wear and tear
- Pupils should not be allowed to carry heavy equipment

A PAT test will be completed annually.



Dear Parents,

### **Responsible Internet Use**

As part of your child's curriculum and the development of ICT skills, Money Nick provide supervised access to the Internet. We believe that the effective use of the World Wide Web and e-mail is worthwhile, providing essential skills for children as they grow up in the modern world.

Although there are concerns about pupils having access to undesirable materials, C2k (our ICT provider) has taken positive steps to reduce this risk in schools. Our networked C2k computers have a filtering system that restricts access to inappropriate materials. (You may not have a filtering system in place on your computer(s) at home, but all PCs have the capability for you to set up Internet security and to limit access through parental controls.

Whilst every endeavor is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials in school, Money Nick cannot be held responsible for the nature or content of materials accessed through the Internet. The school will not be liable for any damages arising from your child's use of the Internet facilities.

*Please read the Rules for Responsible Internet Use and sign and return the attached consent form so that your child may use the Internet at school.*

Should you wish to discuss any aspect of Internet use in school, please telephone the school to arrange an appointment.

Yours sincerely,

## **Rules for Responsible Use of ICT and the Internet for Pupils**

We need to use the school computers (and any other ICT equipment) in a safe and sensible way. The Internet is a very useful tool to help us explore and learn. It must also be used in a safe and sensible way. We therefore need rules to guide us.

- I will ask permission before entering any website, unless my teacher has already approved that site
- I will use only my own login and password on the school's network
- I will not look at or delete other people's files
- I will not bring CD ROMs or memory sticks into school without permission
- The messages I send will be polite and sensible
- When sending e-mail, I will not give my home address or phone number, or arrange to meet someone
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know
- I will not use Internet chat
- If I see anything I am unhappy with or if I receive messages I do not like, I will tell a teacher immediately
- I know that the school may check my computer files and may monitor the Internet sites I visit
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of e-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

## Moneynick Primary School

### Rules and Responsible Use of ICT and the Internet

#### Pupil Agreement

I have read and understood the school's 'Rules for Responsible Use of ICT and the Internet'. I will use the computer system and internet in a responsible way and obey these rules at all times.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

#### Parent's Consent for Internet Access

I have read and understood the 'Rules for Responsible Use of ICT and the Internet' and give permission for my son/daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the internet facilities.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

#### Parent's Consent for Web Publication of Work and Photographs

I agree that, if selected, my son/daughter's work may be published on school websites. I also agree that photographs that include my son/daughter may be published subject to the school rules that photographs and names will not appear together.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

## References

### -Particularly for Parents and Children-

**National Action for Children (NCH)** [www.nchafc.org.uk/itok/](http://www.nchafc.org.uk/itok/)

Parents Guide on Internet usage

**Bullying Online** [www.bullying.co.uk](http://www.bullying.co.uk)

Advice for children, parents and schools

**FKBKO - For Kids By Kids Online** [www.fkbko.co.uk](http://www.fkbko.co.uk)

Excellent Internet savvy for kids; KS1 to KS3

**Parents Information Network (PIN)** [www.pin.org.uk](http://www.pin.org.uk)

Comprehensive guidelines on Internet safety

**Parents Online** [www.parentsonline.gov.uk/2003/parents/safety/index.html](http://www.parentsonline.gov.uk/2003/parents/safety/index.html)

Interactive learning and safety advice, excellent presentation for parents.

**Kidsmart** [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

An Internet safety site from Childnet, with low-cost leaflets for parents.

**Think U Know?** [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

Home Office site for pupils and parents explaining Internet dangers and how to stay in control.

**Family Guide Book (DfES recommended)** [www.familyguidebook.com](http://www.familyguidebook.com)

Information for parents, teachers and pupils

**NCH Action for Children** [www.nchafc.org.uk](http://www.nchafc.org.uk)

Expert advice for children, young people and parents.

**Safekids** [www.safekids.com](http://www.safekids.com)

Family guide to making Internet safe, fun and productive