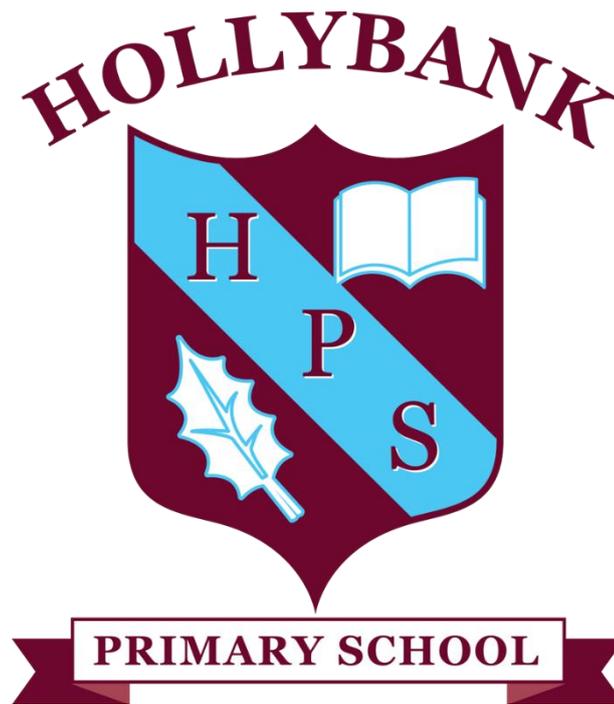# HOLLYBANK PRIMARY SCHOOL

USING ICT POLICY

Date of Next Policy Review	APRIL 2024
Name of Person Responsible for Policy	N CULBERT
Issued to	Staff and Governors
Date of Issue	APRIL 2023

1. General Statement

ICT (Information and Communications Technology) consists of a variety of systems that handle electronically retrievable information. These include computers, programmable robots, tape recorders, iPads, DVD players, CD players, calculators, electronic microscopes, USB microphones, digital cameras, Interactive Whiteboards (IWBs), data projectors and video cameras.

ICT is concerned with the handling of electronic information and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes. All information collected, held and stored will be within the guiding principles of GDPR.

UICT (Using Information and Communication Technology), along with Communication and Mathematics is one of the three statutory cross-curricular skills required by the Northern Ireland Curriculum. It is not therefore intended to be taught as a separate subject, but rather should be used to enhance and enrich learning and teaching across the curriculum.

2. Introduction

The NI Curriculum states that ICT 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. The creative use of ICT also has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners."

At Hollybank, we are keen to embed the principles of ICT skills into learning and teaching across the curriculum, and to provide pupils with opportunities to acquire and develop the necessary knowledge, skills and understanding of using ICT.

Across the curriculum, at levels appropriate to their ability, pupils should develop their ICT skills and be afforded opportunities to *Explore, Express, Exchange, Evaluate* and *Exhibit* their work.

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

3. Rationale

Why should our pupils use ICT?

- ✓ ICT can enhance the learning process across all areas of the curriculum.
- ✓ ICT can present information in new and exciting ways, which helps pupils to understand, assimilate and use it more readily.
- ✓ ICT gives pupils access to immediate and up-to-date sources of information.
- ✓ ICT can motivate and enthuse pupils.
- ✓ ICT gives pupils opportunities to develop skills for life.
- ✓ ICT gives flexibility, allowing pupils to work at their own pace and ability level, meeting each learner's individual needs.
- ✓ ICT supports different types of learners- audio, visual and kinaesthetic.

4. Aims

Our aims in using ICT are to:

- ✓ Raise levels of pupil competence and confidence in using ICT by developing pupils' knowledge, understanding and skills in a range of ICT tools to extend and enhance learning experiences across the curriculum.
- ✓ Give children and teachers access to a variety of immediate and up-to-date sources of information.
- ✓ Develop information handling and research skills.
- ✓ Educate children to recognise both the benefits and risks in Internet use.
- ✓ Instil in children a sense of confidence, achievement and enjoyment throughout.

5. 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.
- ✓ ICT should be integrated into each area of study to support and enrich children's learning.
- ✓ All pupils are given equal access and opportunities through the management of ICT resources.
- ✓ ICT is an entitlement for all pupils.

6. Inclusion

The school's ICT facilities are available for use by all pupils and staff. All children will be given regular access to ICT regardless of gender, race, physical or sensory disability; and it should be remembered that ICT is offered as an entitlement, not a privilege to be withdrawn, unless a pupil behaves online or uses ICT equipment in an unacceptable manner.

For pupils with learning difficulties and/or physical and sensory disabilities, 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.

7. Progression

Pupils' skills and competencies will be developed from Primary One to Primary Seven.

From P3-7 children use the ICT suite more regularly and undertake a variety of different activities, including Using ICT tasks from Levels 1-5. Three tasks are set for each year group and should be differentiated by the class teacher

depending on the ability of children. Activities may vary depending on the ability of the class, their previous experience of ICT and themes being covered.

As a staff, we will continue to work on a Scheme of Work for ICT, ensuring progression from P1-7.

8. Resources and Access

- ✓ The school has a managed, networked ICT system made up of desktops, laptops, iPads and Chromebooks provided by C2k.
- ✓ All classes have collective access to the networked C2k system, through the ICT suite, which is timetabled for use each week.
- ✓ In addition, all pupils have individual or group access to ICT through class-based networked computers and Interactive Whiteboards.
- ✓ P1 and P2 classes each have a kiddi-zoom camera for use by pupils.
- ✓ Electronic learning tools such as Roamers and Bee-bots are distributed through each Key Stage.
- ✓ Apple iPads are available for use by all classes with a minimum of 3 kept in each classroom. Apps have been chosen to be suitable for all year groups.
- ✓ The school has Internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Acceptable Use of the Internet Policy, which has been communicated to staff, pupils, governors and parents.
- ✓ Children will be encouraged to sit properly at computers and staff will encourage children to take regular breaks if working at computers over a longer period. E-safety rules are displayed in the ICT room and classrooms and children are encouraged to be 'SMART' when using the Internet.

Teaching staff have "Staff iPads" for use in planning, classroom management and day to day teaching and learning. Staff are permitted to take these devices home for professional use and are responsible for their safekeeping. Staff must inform the ICT co-ordinator and SLT of any damage to their iPad at the earliest opportunity. All i-Pads are password protected to keep within the guiding principals of GDPR and protecting the data of our pupils.

9. Monitoring and Evaluating

Teachers maintain records for every child containing evidence of progress/skills in each aspect of ICT. Samples of children's work are maintained as evidence in each child's 'My Documents'. These files are monitored by the ICT co-ordinator on an annual basis.

UICT tasks are used to formally assess children's ICT skills across the levels. Internal standardisation will take place with all staff looking at and discussing samples of children's work before agreeing and assigning levels. Portfolios for External Moderation will also be submitted when required.

10. Assessment, Recording and Reporting

Children's use of ICT is assessed and recorded by classroom teachers using the following approaches:

- ✓ Formative assessment methods: observing and questioning during classroom and ICT activities.
- ✓ As per statutory reporting requirements, we will report on ICT skills in the Annual School Report.

11. School Development Plan

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

12. Staff Development

The on-going development of ICT 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. This may include attending courses provided by the EA or C2k, online/video-conference style training, and in-service training to disseminate information.

13. The Role of the ICT Co-Ordinator

- ✓ Updating the policy and scheme of work;
- ✓ Ordering and updating resources;
- ✓ Keeping staff up-to-date with new developments;
- ✓ Supporting, guiding and motivating staff in developing pupils' capability;
- ✓ Taking an overview of whole school planning to ensure that opportunities occur for pupils to develop an ICT capability and that progression is taking place;
- ✓ Contributing to the monitoring and evaluating of the curriculum;
- ✓ Setting up school iPads and assisting staff with accessing apps;
- ✓ Attempting to sort out computer issues/faults.
- ✓ Overseeing the updating of the school website.

The ICT Co-ordinator may be assisted by another colleague with these duties.

14. The Role of the Classroom Teacher

- ✓ Integrating ICT into curriculum planning, classroom teaching and the assessment of children's work;
- ✓ Ensuring that any ICT resource/software used in the classroom is appropriate to curriculum need and children's learning needs;
- ✓ Implement the E-safety policy, including revising E-safety rules with pupils and reporting any concerns to the ICT Co-ordinator;
- ✓ Update relevant sections on the school website on a half-termly basis;
- ✓ Assist the ICT Co-ordinator, where possible, with the updating and maintaining of school iPads.
- ✓ have sought all relevant permission, to comply with GDPR, when collecting and storing data and photographs of pupils within their class.

15. The Role of the Parents

- ✓ be aware that ICT is a cross-curricular skill and delivered to enhance the learning and teaching taking place within the school;
- ✓ foster a responsible attitude in their children, with respect to the use of the Internet and digital technologies

16. The Role of the Pupils

- ✓ to use ICT to enhance their learning within the context of the Northern Ireland Curriculum;
- ✓ be aware of the ICT provision which exists within the school.
- ✓ use the skills and knowledge they are taught to ensure they are safe when online;

17. Policy Monitoring and Review

As ICT resources increase and pupil and teacher ICT competence develop, it is important to regularly review the ICT policy, and to evaluate its effectiveness.

Principal:_____   Date:_____

Chair of Board of Governors:_____Date: _____