



Victoria Primary School

I.C.T. Policy

2023

This policy should be read with the;

- Social Media Policy
- Acceptable Use of ICT policy
 - GDPR policy
- Teaching and Learning policy
 - Assessment policy
- Literacy and Numeracy policy

Vision Statement

An inclusive, imaginative and inspiring Learning Community where everyone can be safe, healthy, happy and successful together.

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1. Aims and Objectives

Definition

Using ICT (Information and Communications Technology) describes the ability to handle and communicate information, solve problems, pose questions and be creative using technology. The focus on Using ICT means that pupils should have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum. This includes collaborating inside and outside the classroom; sharing and exchanging work; and exhibiting and showcasing their learning.

Using ICT, along with Communication and Using Mathematics, is one of the three statutory Cross-Curricular Skills that form part of the Northern Ireland Curriculum. Schools must assess and report on all three using the Levels of Progression.

ICT Vision

The effective use of ICT prepares pupils for surviving in an increasingly information-rich society. ICT can bring significant changes to the quality of our teaching and learning. We see it as an essential and enjoyable tool for learning, communicating, controlling and understanding the environment of our pupils.

Aims

At Victoria Primary School we strive -

- To provide opportunities for all staff, pupils and parents to be confident, competent and independent ICT users
- To provide an environment where access to ICT resources is natural, commonplace and without discrimination
- To ensure ICT has a fundamental role in promoting the pupils' educational, physical and social needs
- To use ICT to encourage our staff and pupils to work collaboratively, both inside and outside the classroom
- To promote, by modelling good practice, appropriate use of the Internet
- To provide ICT related learning opportunities from across the curriculum, covering the 5E's,
- To allow pupils an opportunity to share, exhibit and showcase their learning through use of the iPads
- To encourage the use of home learning by providing educational websites and subscriptions in language and literacy and Mathematics and Numeracy to consolidate and complement learning
- To encourage staff to use ICT to teach in an innovative and inspiring manner making good use of technology
- To make use of ICT as a method of assessment and use the Levels of Progression to plan for, assess and report on ICT activities.

ICT forms part of our School Development Plan and provision is reviewed regularly.

2. The 5 E's

The requirements for UICT are set out under headings described as the 5 E's these are:

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

The 5 E's Explained

EXPLORE is about looking for, finding, choosing and using information as well as using digital tools to investigate and solve problems. Pupils move from having resources provided for them to being more independent and discriminate users of ICT. This 'E' often forms the first part of work in which a pupil engages in.

EXPRESS is about pupils being creative, developing and presenting their ideas using text, sound, music and still or moving images. It ranges from simple text, sound or pictures to the production of a multimedia product.

EXCHANGE is about pupils collaborating with others online to share and develop their ideas. This can include sending an e-mail, participating in a video-conference, contributing to an online course or using collaborative online tools. Tasks with a strong Exchange focus can make a valuable contribution to the richness of pupils' experiences of Explore and Express.

EVALUATE is about pupils reflecting on their process and outcome, thinking about how they carried out the task and how they might improve upon what they did. Tasks with a strong problem solving focus can ensure more explicit coverage of the 'E'

EXHIBIT is about pupils managing and showcasing their work digitally. It ranges from pupils printing and saving their work to organising and maintaining digital personalised areas.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop Using ICT skills to Explore, Express, Exchange, Evaluate and Exhibit. Pupils should be provided with opportunities to develop knowledge and understanding of the e-safety and acceptable online behaviour.

Pupils in primary school may experience a range of activities as part of cross curriculum ICT. This range of ICT activities can be grouped into the following areas (known as desirable features): Film and Animation, Desk Top Publishing, Interactive Design, Managing Data, Music and Sound, On-line Communication, Moving Images, Music Technology, Online Collaboration, Presentation and Working with Images.

3. Resources

Victoria Primary School is well equipped to meet the above requirements. Each class has 1 networked laptop plus access to the 14 networked PC's in the computer suite and 12 networked laptops in the portable trolleys. Each classroom is fitted with an Interactive Whiteboard to enhance teaching and learning across the curriculum. The assembly hall is fitted with a data-projector and an electronically-controlled screen which is used for a variety of purposes. We currently have 20 I-PADs for pupils use.

In addition, all classes have access to:

- A CD player
- A digital camera (one per class)
- BeeBots, ProBots, Roamer or Sphero programmable toys
- A visualiser
- A digital microscope
- Digi-blue cameras

ICT is an integral part of the School Development Plan. The ICT Co-ordinator will produce an action plan each year outlining the targets for that year. An audit of resources is undertaken regularly to ensure that hardware and software are kept as up to date as possible.

4. Strategies for use of ICT

At Victoria Primary School ICT is taught as a distinct subject, and it is also a tool to be used as appropriate throughout the curriculum. We believe that ICT is an entitlement and therefore all pupils are given equal access. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and experience of the child.

A programme of activities within each year group has been developed to ensure ICT is used successfully to support teaching and enhance learning (see appendix 1). This whole school plan indicates the learning to take place in each class and ensures continuity and progress across the child's school career. The success of this learning is then measured through the completion of independent tasks for the children to complete. The tasks set are usually open-ended and can have a variety of responses.

In Class children are taught the skills of ICT in explicit ICT lessons and apply these across the curriculum. To this end, each class has at least one hour per week timetabled in the ICT suite. Classes can then book the use of ipads or laptops to use in the classroom to reinforce these skills. Classes also have one hour per week session in ICT suite to access Bug Club, Accelerated Reader or Mathletics subscriptions.

Use of ICT at home is continually encouraged through projects and homework which can be researched through a home computer system. Subscriptions to online learning platforms in Literacy and Maths are purchased for pupils and have previously included: Bug Club, RM Maths, Mathletics, Accelerated Reader and Spelling Shed.

5. Planning

We endeavour to help our pupils develop competence in the use of ICT.

ICT competence is concerned with:

Learning about ICT- developing the knowledge and skills required to use ICT effectively and to apply these to a range of contexts.

Learning through ICT- developing the skills required to access and use information from a range of electronic sources, interpret it and use it effectively.

Learning with ICT- applying the skills in their own learning either at school, at home or in the community

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

Personal Development and Mutual Understanding (PDMU) and Citizenship

- They 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 as exemplified through the use of LNI.
- They also gain a knowledge and understanding of the interdependence of people around the world.

Creative and Expressive

- ICT offers children the freedom to express their own ideas creatively and to experience the designs of others.
- Children will have the opportunity to develop their creativity through a range of network software and digital technology.
- They can explore the Internet to gain access to a wealth of images and information about world famous pieces.

World around Us

ICT 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.

Continuity and Progression

Levels of Progression are available to teachers, which provide guidance for planning appropriate experiences within the 5 E's of UICT for each year. Levels of progression are used to inform the teacher about the pupils' progress and assist them in making judgements about the levels at which pupils are working at.

6. Assessment recording and reporting

Teachers assess children's work in UICT by making informal judgements as they observe them during lessons and through discussion. Pupils are encouraged to access their own use of UICT and the tasks involved.

The assessment of pupils' UICT within the scheme is based on teacher assessment. These skills should be developed each year as pupils progress through the primary school and teachers should base evidence of pupils' UICT competence on work undertaken in UICT across the Areas of Learning. Pupils are required to demonstrate their level of UICT competence by carrying out tasks set in curricular context.

When planning for assessment teachers should ensure:

- Pupils' skills are applied and assessed in a cross-curricular context
- Opportunities are provided for pupils to experience the breadth of ICT (coverage of the E's)
- A variety of Desirable Features are covered in your choice of assessment tasks.

Recording

Recording of ICT competence will be integrated into the recording for the main subjects of the Northern Ireland Curriculum. Pupils will contribute to a soft copy of work from Year 2 onwards when they log on individually and can save work on the network in their work folder. Work should be kept here from year to year to be used in their portfolio, to be sent away at the end of each key stage.

Reporting

Parents will receive an annual report, which will include a comment about ICT. Children's attainment in the form of a level will be recorded on the Annual Report at the end of each key stage.

Links with other assessments

We use ICT to assess pupils in a number of ways. -

Pupils in years 4 and 6 will participate in CAT assessments in the Spring term.

All pupils take part in the PASS survey to gauge pupil attitudes to and readiness for learning.

Pupils do their Progress tests in Maths and Progress tests in English on the computer.

Pupils take part in the Accelerated Reader programme and Star Reader assessments.

Pupils also complete the Single Word Spelling Test on the computer as a diagnostic test.

7. Pupil expectations

At the end of Foundation Stage children should:

- Be able to log onto a computer independently using their unique username and password
- Be able to print their work
- Be using the mouse with increasing control
- Have discussed in basic language what they have done on the computer with their teacher or classroom assistant
- Be able to make the Bee-Bot move forwards and backwards
- Be able to paint a picture on the computer
- Be able to write a sentence on the computer
- Have gained experience in using a computer program to sort pictures/objects
- Have used a range of numeracy programs independently
- Be able to use the Interactive Whiteboard as a tool for purposeful play being able to share and take their turn
- Be able to draw themselves and others into stories

At the end of KS1 children should:

- Have used a computer to process and present writing and pictures
- Have used a computer to draw a picture
- Developed good mouse control
- Have discussed computer systems and control technology experienced in everyday life
- Understand that machines respond to human input
- Have used ICT to draw simple graphs
- Have used a digital camera/iPad to take photographs

At the end of KS2 children should:

- Have used ICT to store, retrieve, process and present information
- Have developed good keyboard skills
- Have used ICT to search for information and to explore and solve problems in the context of other subjects
- Be able to discuss and evaluate their use of ICT
- Be able to discuss the use of ICT in the wider world
- Understand the uses of the World Wide Web, and how this information can be accessed via the internet
- Understand advantages, disadvantages and safety issues for using modern technology to communicate

8. Health and Safety

The following guidelines are in place to promote high standards in health and safety:

- Children should not put plugs into sockets or switch the sockets on
- Trailing leads should be made safe behind the equipment and should not hang over the workstation area
- Liquids must not be taken near the computers/laptops or taken into the computer suite. It is the responsibility of all staff to ensure that the computer suite is left clean and tidy after each class
- All hardware will undergo an annual safety check
- Class teachers will be responsible for ensuring that internet access is monitored and controlled
- All staff should be aware of any pupil with a medical condition which may be triggered by the use of computer screens.
- Pupils should take frequent breaks from intense computer work.
- Computer monitors and seating should be adjusted to match the comfort of the pupil / user. Users should be able to work in a clutter-free space. The keyboard, mouse etc, should be spread out to maximise comfort
- Class teachers are responsible for ensuring that ICT equipment is used correctly, safely and in accordance with Health and Safety requirements. If they have a concern regarding the healthy and safety of pupils or staff, they should contact Mrs Porter immediately.

Victoria Primary School aims to use ICT safely. Faults are reported to C2K by all teaching staff to ensure rapid repair.

The above guidelines for safe and comfortable use of equipment are available to all pupils. Advice on safety considerations at home and details of Victoria Primary School's rules for safe use are sent to parents annually.

Parental permission is sought for photographs for use within and outside school e.g. Newspapers, displays and pupil's projects which make use of digital technology e.g. Projects, booklets, posters.

9. Management information

ICT enables efficient and effective access to and storage of data for the principal, teachers and administrative staff. We currently use SIMS which operates on the school's administrative network and is supported by C2K.

The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided.

All teaching staff have access to Assessment Manager.

10. Roles and Responsibilities

The role of the ICT Coordinator may include the following:

- To provide leadership and direction
- To ensure that the use of ICT is managed and organised to meet school aims and objectives
- To play a key role in school policy development in relation to ICT and teaching and learning
- To liaise with principal in order to set priorities and targets to improve ICT provision and include on the School Development Plan
- To support, guide and motivate colleagues - which may require the provision of training for staff
- To contribute to the monitoring and evaluation process
- To keep up to date with recent developments in ICT and advise colleagues appropriately
- To ensure continuing personal professional development
- To model good practice by integrating ICT effectively into curriculum planning, classroom teaching and the assessment of children's work
- It is the responsibility of the ICT co-ordinator to assist all teachers with the implementation of this policy. The ICT co-ordinator is responsible for the management of the resources, which are required for the implementation of this policy
- The ICT co-ordinator will disseminate information regarding new developments in ICT to other members of staff
- It will be the responsibility of the ICT co-ordinator to ensure that the system for reviewing this policy is initiated
- The ICT Co-ordinator will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents

The Responsibility of the Classroom Teacher

It is the responsibility of the classroom teacher to:

- Contribute to whole-school planning for ICT
- Integrate ICT into curriculum planning, classroom teaching and the assessment of children's work
- Ensure that any ICT resource/software used in the classroom is appropriate to curriculum needs and children's learning needs
- Ensure health and safety practices are carried out
- Discuss and devise with the children rules for using the computer and have these clearly displayed in the classroom
- Implement the e-Safety Policy

11. Inclusion

It is important to recognise the potential of ICT to help address children's individual learning needs. ICT is used to enhance the learning experiences of children with special educational needs within the school.

- Where appropriate, recommended specific software and programmes available on C2K, are used to assist learning
- Where appropriate, teacher developed resources are used to assist learning

Teachers will familiarise themselves with the variety of graded levels within frequently used software in order to provide differentiation and cater for children with special educational needs within their classrooms.


Where children with special needs are working in withdrawal groups they will have access to appropriate ICT resources if required.

The use of ICT to provide challenge for Gifted and Talented children is also explored.

MONITORING AND REVIEW

The Principal will monitor implementation of this policy.

This document is freely available to the entire school community and will be reviewed regularly.

Signed – Chair of Governors: _____  _____

Signed – Principal: _____  _____

Date: 2023

Review Date: 2026

Appendix1

	P.7	P.6	P.5	P.4	P.3	P.2	P.1
Autumn1	Alliteration Names (Book Creator), Stop Start Flight Animation	Transferring data from digital media – editing and labelling photos (Word)	Working with Text (PPT.)	Time to Graph	Favourite Food (RM Graphs)	Directions and Positional language (BeeBot). Working with	Managing data – eye colour (To Count)
Autumn2	Green screen news reports (iMovie), and live presentation	See This! (PPT.)	Working with Images (Word)	Sound Sense (PPT.)	Cold Lands (PPT.)	Desktop publishing (copy and paste pictures, add text: Word,	Working with Images (To Paint and drag and drop pictures on IWB
Spring1	Programming (Roamer, Scratch and Sphero) Google Slides	Holiday Extras (Spread Sheet)	Ancient Egypt (online research and PPT.)	How to	Art Attack (R.M. – colour magic) Space Pictures	Managing Data (To Count)	Interactive Data (BeeBot)
Spring2	Online Safety Sphero Programming & coding challenges	Titanic Passengers (Database Research and PPT.)	On the Tiles - Interactive Design (Roamer)	Programming – ProBot and Roamer	Internet Research Graphs	Interactive Data (BeeBot and Scratch Junior)	Desktop publishing (simple sentence writing – Word)
Summer1	Coding (Go Beserk) – basic HTML and iMovie with Green screen	Scratch Programming CCEA task - spreadsheets	Lights, Camera, Film and Action (Lego Movie Maker – Stop Start Animation)	Tortoise and the Hare (PPT.)	Journey in Fairy-tale Land – programming (BeeBot mat)	Presenting an electronic book (Book Creator)	Presenting – whole class (PPT.)
Summer2		Tri-fold leaflet (Desktop Publishing)	CCEA task - spreadsheets	Art Attack	Animation – Lego Movie Maker	animation with picture and sound (PuppetPals)	Working with Text (Word)