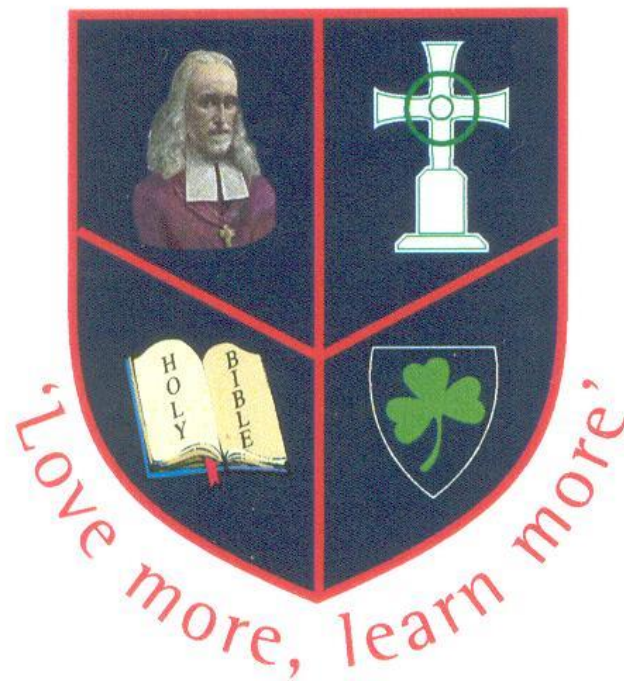


St Oliver Plunkett Primary School
and Nursery Unit



Using ICT Policy

Introduction

St Oliver Plunkett's Primary School and Nursery Unit recognises the importance of Using Information and Communication Technology (U ICT) in the primary school curriculum for preparing pupils to participate in a rapidly changing world in which work and other activities are constantly being transformed by access to varied and developing technology.

We recognise that ICT is an important tool in both the society we live in, and in the teaching and learning process. Our vision is for all members of the school community, both students and staff, 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.

Philosophy/Rationale

We the staff of St Oliver Plunkett's Primary School recognise ICT as a valuable resource, which offers much potential to enhance and enrich the way children learn across the curriculum. ICT development in St Oliver Plunkett's Primary School is a natural response to the changing demands of education.

Why should our pupils use ICT?

- U ICT can enhance teaching and learning across all areas of the curriculum.
- U ICT 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.
- U ICT 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, U ICT provides opportunities to develop life skills that are important within our society, such as data handling or accessing information.
- U ICT gives pupils immediate access to prolific and varied sources of materials.
- U ICT has the flexibility to meet the individual needs and abilities of each pupil providing every child with opportunities to achieve.
- U ICT 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.

Aims

Our aims in using ICT in Learning and Teaching are to:

- raise levels of pupil competence and confidence in using ICT - by developing children's knowledge, understanding and skills in using a range of ICT tools to extend and enhance learning experiences across the curriculum
- contribute to raising standards in literacy, numeracy and other areas of learning.
- encourage pupils to select and use ICT appropriate to the task.
- develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- give children access to a variety of sources of up to date information.
- instil in children a sense of confidence, achievement and enjoyment.
- enable pupils to extend their learning beyond the school environment.
- ensure teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching.
- enable pupils to develop the skills of using ICT safely and responsibly in a safe learning environment.

Our aims in using ICT in Management are to:

- create, use and adapt high quality digital teaching resources.
- support communication with parents and the wider school community.
- encourage sharing of resources and good practice through ICT.
- increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.
- enable the use of pupil performance data to inform strategic planning.

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. It should be integrated into each area of study to support and enrich children's learning.
- All pupils are given equal access to all aspects of ICT in our school.
- ICT is a statutory entitlement for all pupils – it should not be perceived as a punishment or reward.
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.
- Use of ICT at home will continue to be encouraged through projects, homeworks and the use of online learning websites.

Using ICT in the Northern Ireland Curriculum

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”.

The “Five Es”

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills to:

Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- 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 using a range of digital media;
- create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used

Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.



Throughout all of this work children should understand how to keep safe and display acceptable online behaviour.

Using ICT across the Northern Ireland Curriculum

Literacy

ICT is a major contributor to the teaching of 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

Many ICT activities build upon the mathematical skills of the children.

- 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 BeeBots, Probots and spreadsheets.

Personal Development and Mutual Understanding (PDMU)

ICT makes a contribution to the teaching of PDMU as children learn to work together in a collaborative manner.

- 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

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 as stimuli.

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.

Teaching and 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 be required to work 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 Seesaw, My School or Active Maths.

Using ICT to Support Home Learning

St Oliver Plunkett's Primary School and Nursery Unit is committed to exploring new and innovative digital tools to support both pupils and their parents/guardians at home. Both class teachers and subject co-ordinators seek new opportunities to reinforce learning across the curriculum at home. This includes the use of websites such as Active Maths which can be set for homework tasks and enables and encourages both parents and pupils to work together to solve tasks, by reinforcing concepts previously taught in school. Likewise, the use of Seesaw to share learning done in school (especially in Foundation Stage Classes) can support parents in developing their children's learning at home in a real and meaningful way.

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. All children develop and learn at their own pace.

Progression is assured as children move through the school by a range of increasingly challenging activities covering all areas of ICT and embedded in the cross-curricular nature of the Northern Ireland Curriculum. Pupils in the Foundation Stage begin developing basic ICT skills from P1, whilst Key Stage 1 and 2 work to develop pupils' abilities to reflect the ICT Levels of Progression identified by CCEA.

Monitoring & Evaluating

Evidence of areas of ICT covered is gathered within each pupil's my document folder. Some pieces may be printed as a hard copy also.

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

Access

St Oliver Plunkett's Primary School is well resourced with networked workstations located in every classroom, as well as in the ICT room. Teachers also have access to laptops. All computers have access to printers. iPads are deployed across the three key stages and assist with the integration of ICT into every day classroom activities. These are becoming outdated and will need replaced in the future. Promethean whiteboards are installed in all classrooms, with three further interactive boards located in the ICT room, the Rainbow room and Assembly Hall. A range of portable technology to supplement learning is also available to teachers. This includes headphones, DVD Rom drives, Bee Bots and Probots. Each child is enabled to access the computer system using their own personalised login in Years 3-7. Pupils are educated about the need to protect these important details from a young age. All computers and iPads have access to appropriate curriculum supporting programmes. Adults within the school also have access to networked computers through their own login and iPads. Both adults and children (P3-P7) agree to the school's acceptable use policies as set out in the Online Safety and Acceptable Use of the Internet and Digital Technologies Policy.

Equal Opportunities and Inclusion

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

The school’s ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory disability. For pupils with learning difficulties and/or physical or sensory disability 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.

Roles & Responsibilities

The Principal

The overall responsibility for the use of ICT rests with the senior management of the school.

The Principal, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;
- ensures that there is an ICT policy and identifies an ICT co-ordinator.

The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator is to oversee the planning and delivery of ICT across the school and to take a lead in the promotion of Online Safety. The ICT Co-ordinator will be responsible for:

- To play a key role in school policy development in relation to ICT and assisting all teachers with the implementation of this policy;
- facilitating the use of ICT across the curriculum in collaboration with all subject co-ordinators;
- To ensure that the use of ICT is managed and organised to meet school aims and objectives

- To liaise with SMT in order to set priorities and targets to improve ICT provision
- 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

Subject Co-ordinators

Other subject co-ordinators should identify where ICT could be used in their subject schemes of work. This might involve the use of dedicated programmes, Online Learning Sites (Active Maths, Accelerated Reading) or hardware that support specific learning opportunities or involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of other curriculum subjects. Subject co-ordinators work in partnership with the ICT Co-ordinator to ensure all Northern Ireland Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Role 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
- Use ICT to produce high quality learning materials and support innovative approaches to learning.
- Ensure that any ICT resource/software used in the classroom is appropriate to curriculum needs and children's learning needs
- Engage pupils in regular and well-informed discussions about their use of UICT and how to improve it.

- Ensure health and safety practices are carried out
- Discuss and devise with the children rules for using the computer
- Implement the e-Safety Policy

Pupils

- 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 will store work in e-portfolios and hard copies stored in work folders.
- 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.

Role of Parents:

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

Staff CPD

Staff development in ICT is ongoing within the school. It is our aim to raise the level of staff competence and confidence in ICT by:

- Giving teachers and support staff opportunities to attend INSET – to develop their knowledge and use of ICT across the curriculum
- Providing in-school support for teachers and support staff who require assistance in developing particular aspects of ICT skills knowledge and understanding
- Sharing good practice in the use of ICT
- Seeking opportunities for involvement in ICT-based projects within and beyond the school
- Participation in online learning.

The Way Forward

An ICT Action Plan is drawn up annually by the ICT Co-ordinator and is shared and reviewed by staff as appropriate

In the next academic year, we will meet to set targets and put into operation plans to develop ICT further in our teaching and learning. We aim to examine our current practice and to map this to the “Five E’s.” Progression across the “Five E’s” will be agreed for all year groups.

Policy Review

Because of the rapidly changing nature of technology this policy will be reviewed on an annual basis by the ICT Co-ordinator, in consultation with the Principal, teaching staff and governors.