

Fountain Primary School & Nursery Unit



POLICY ON UICT (Using Information and Communication Technology)

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REVIEWD BY: ICT Co-ordinator, Child Protection Officer, Principal

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Information Communications and Technology (ICT) Policy

Purpose

This policy reflects the school's values in relation to the teaching and learning of ICT. It gives guidance on planning, teaching and assessment.

Vision

Our vision is for all teachers and pupils in our school 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.

Introduction

Information and Communications Technology 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. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners. Pupils should develop the skills of the cross-curricular subject, 'Using ICT' by engaging in meaningful research and purposeful activities set in relevant contexts.

They should:

- use ICT to handle and communicate information, solve problems and pose questions;
- process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose;
- use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

In this policy we have used the term "information and communications technology" (ICT) to denote the convergence of computers, mobile devices, cameras, telecommunications etc., as seen in the use of multimedia devices and the networks and services based on them. We are no longer involved solely with the use of standalone computers but with interconnecting networks of computers/devices and the potential for communication and access to information which this offers. Competence in ICT is rapidly becoming a life skill that ranks alongside basic literacy and numeracy.

ICT in Fountain Primary School and Nursery Unit is taught in a cross-curricular way in order to develop in pupils a knowledge and understanding of appropriate uses of ICT, and the ability to apply it sensibly, with confidence and a recognition of the effects which information and communications technology can and will have on themselves, other individuals, organisations and society.

The effective use of ICT in Fountain Primary School and Nursery Unit can measurably enhance the learning environment and enrich the educational experience of all the children in our care - from the most able to the least able. Well used, ICT can encourage a more participative and independent approach to learning, thereby laying the foundations for lifelong learning and personal development.



Aims of ICT are to:

- foster positive attitudes towards ICT;
- enable children to become independent and competent users of ICT;
- provide children with opportunities to develop their ICT capabilities in all areas;
- ensure ICT is used, when appropriate, to improve access to learning for pupils; with a diverse range of individual needs, including those with SEN;
- develop a whole school approach to ICT ensuring continuity and progression;
- provide the pupils with the skills and knowledge necessary to make them good online citizens therefore ensuring they can be safe when online or as a result of online activities.

Strategies for use of ICT

- ICT is not taught as a distinct subject, but it is a tool to be used as appropriate throughout the curriculum.
- ICT is an entitlement for all pupils therefore all pupils are given equal access.
- We provide suitable learning opportunities and experiences 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 learning platforms such as Mathletics.

The Northern Ireland Curriculum and ICT

As outlined in the Northern Ireland Curriculum, at a level appropriate to their ability, pupils in Fountain Primary School and Nursery Unit should develop their ICT skills in relation to the **'Using ICT Levels of Progression'**.

They should do this through a variety of activities, across a wide range of curriculum areas and in different categories. These categories are discussed in the CEA document "Primary Using ICT – Desirable Features Update 2019". They are; 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.

The curriculum states that the "5 E's" should be covered across every year group, making sure that children have appropriate Digital Skills. The 2019 document updates the 5 E's as shown below. (NOTE: Explore has now been expanded to Explore 1 & 2)

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 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.

Effective use of ICT in Fountain Primary School and Nursery Unit can:

- facilitate a differentiated pace and level of learning that takes account of individual pupil abilities, including those who are more able;
- help provide appropriate support - and scope for greater independence - for those children with Special Educational Needs (SEN);
- provide an additional resource to facilitate the learning process;
- increase pupils' motivation to learn.

Pupils' experience of ICT should be acquired, developed and applied in all areas of the curriculum: ICT should not be seen as separate from the teaching and learning activities in subject areas but as an integral part of the Programmes of Study.

Special Educational Needs

The power of ICT lies in its ability to provide access to learning for children with SEN. In its broadest sense, this means that ICT can enable pupils to overcome the barriers to learning by providing alternative or additional methods of communicating within the learning process. It also means that ICT can enable them to take advantage of their entitlement to a broad and balanced curriculum.



Classroom 2000 (C2k)

The C2k service provides every grant-aided school across Northern Ireland with a modern, connected ICT infrastructure including computers for use in classrooms, our ICT suite and offices. This provision includes secure Internet access; increased bandwidth; a Help Desk and user support; and a new eLearning platform called Fronter. C2k's new Education Technology contract – Education Network for Northern Ireland - EN(NI) commenced on 1 April 2012 and delivers Europe's first Education Cloud environment to schools across Northern Ireland. C2K provides the staff and pupils in Fountain Primary School and Nursery Unit with access to learning resources from across the world and brings these resources into the classroom. Access to the 'digital classroom' and its e-learning tools, lessons and resources is possible from any internet connected device, 24 hours a day - allowing teachers, pupils and parents to work in partnership to support learning. The communications and e-learning elements of the service support collaboration between schools and offer pupils a richer learning experience.

The Role of the ICT Co-ordinator is to:

- be responsible for the updating of relevant ICT policies, action plans and Internet guidelines;
- review ICT annually as part of the school's development plan;
- be aware of the ICT provision which exists within the school;
- to manage resources which are required to implement this policy;
- keep up-to-date with current developments regarding ICT and advise staff appropriately;
- be responsible for any staff INSET in the development of ICT.

The Role of the Classroom Teacher is to:

- integrate ICT into curriculum planning, classroom teaching and assessment procedures;
- ensure that any ICT resources used by pupils are appropriate to curriculum needs and the learning needs of the pupils;
- ensure that pupils are informed of e-Safety procedures in line with the school's e-Safety policy.

The staff of Fountain Primary School and Nursery Unit aim to provide the pupils in their care with the appropriate access to ICT; to provide contexts in which the necessary skills can be developed; and to ensure that the valuable opportunities to enhance pupils' enjoyment of learning are realised.

When ICT is given a prominent role in teaching and learning across all areas of the curriculum it should create the learning environment which will make:

- a major positive impact on pupils' motivation and confidence;
- improvement in literacy and communication skills;
- substantial gains in ICT skills.

Even though whole school co-ordination and support is essential to the development of ICT, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the ICT co-ordinator and Senior Teachers in the monitoring and recording of pupil progress including as appropriate, the assessment of 'Using ICT' in line with the UICT Levels of Progression.

The Role of the Parent is to:

- 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 (Refer to e-Safety Policy).



The Role of the Pupil is 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; (Refer to e-Safety Policy).

Staff Development

The staff should be aware of the need to develop awareness of how ICT can be used as an integral part of the processes and the management of teaching and learning, to enhance and enrich education and to add to its enjoyment.

Staff should be provided with the opportunities to become involved in INSET to develop their own awareness of how ICT can improve their own professional development and ultimately their effectiveness as a classroom teacher.

Staff training should be available in the form of:

- Staff Development Days and INSET Days - Staff to be released from the classroom to attend In-Service courses;
- Directed Time: Time should be made available during 'Directed Time' to train teachers and keep them up to date with the rapidly changing face of ICT.

ICT Equipment/Devices

All classrooms have;

- one PC/laptop;
- a projector; and connected interactive whiteboard

There are currently 7 desktop computers and 11 laptops in the school. The ICT co-ordinator will be responsible for the deployment of these devices across the school (in discussion with the Principal) and keep notes on their condition. It is important to remember that these devices' purpose is to enable education and learning within the classroom. All classes should have ICT timetabled in their curriculum and during this time they will have priority access to shared devices. If shared devices are not timetabled, these devices can be used on a first come, first served basis unless another teacher has booked their use with the ICT co-ordinator. There are also 7 iPads available, 5 of which are stored centrally in the Primary 6/7 classroom (to allow for charging). The same rules apply to these as to the school owned laptops. These devices are not permitted to be used outside the school premises without permission from the ICT co-ordinator and Principal. Any damage which occurs to them is the responsibility of the user and they may be required to pay for their repair.

Safe and Appropriate Use of ICT

Refer to: Fountain Primary School and Nursery Unit's, 'e-Safety Policy', 'Acceptable Use of Mobile Phones and Related Technologies' and 'Social Media' policies.

All ICT devices with internet connectivity used by the pupils are protected by C2K's filtering service. The children must use the C2K system when connecting to the internet in school.

Every member of staff and pupil has his/her own password and access rights for C2K systems/accounts. This provides fully filtered access to the internet for both staff and pupils – for details see '**e-Safety Policy**'.

Network administrators may review files and communication to maintain system integrity and ensure that users are using the system responsibly.



While privacy is respected and protected by password controls, users must not expect files stored on school ICT devices to be absolutely private. C2K monitor all school internet use.

Assessment, Recording and Reporting

It is the responsibility of each class teacher to ensure ICT tasks/activities are completed to allow the effective assessment of UICT in line with the UICT Levels of Progression. An UICT Scheme has been developed and tasks selected from the CEA Task Library to allow each class to complete different activities across the broad range of areas in the “Primary Using ICT – Desirable Features Update 2019”. Using these activities and the levelling guidance within them, teachers should be able to accurately level children in their class for UICT. Teachers should provide evidence of each child’s work in their portfolio as well as keeping a sample of each task completed for their own records. The ICT co-ordinator will provide proformas for recoding task completion and levelling purposes.

Monitoring and Review

ICT forms part of the School Development Plan and is reviewed annually. Monitoring of ICT provision is carried out by the school’s ICT co-ordinator, Senior Leadership Team (SLT) and the Principal in the following ways:

- Informal discussion with staff and pupils;
- Observation of ICT displays;
- Classroom observation;
- Reviewing of pupil work;
- Monitoring of class ICT folders.

Internet Access, Health and Safety

Children will take regular breaks as appropriate when using ICT devices. All staff and pupils are expected to adhere to the school’s **e-Safety Policy**.

Links with school Policies

- The e-Safety Policy,
- The Acceptable Use of Mobile Phones and other related technologies.
- The Social Media Policy

Conclusion

To ensure that it is up to date and in line with EANI recommendations, the Board of Governors and staff will review this policy every three years or if appropriate more regularly in line with new guidelines and recommendations.