



# St. Mary's ICT Policy



## ICT Policy

St. Mary's ICT policy is a statement of the beliefs, values and goals of our school. Staff work co-operatively in the context of using ICT in the day to day operation of our school.

This policy makes clear statement to ensure provision, continuity and equal opportunities across all key stages. It is compatible with all existing policies and should be read along with The Internet Policy.

### The Role of ICT in the Curriculum

"At the heart of our curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society." {P.5 Primary Curriculum Document}

Using Information and Communications Technology is one of three cross curricular skills:

Communication

Using Mathematics

Using Information and Communications Technology

### Using Information and Communications Technology

Information and Communications Technology across the curriculum has the potential to transform and enrich children's learning experiences and environments. It can empower children, develop self esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve children's thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

Children should develop the skills of Using ICT by engaging in meaningful research and purposeful activities set in relevant contexts. They should use ICT to handle and communicated information, solve problems, pose questions and take risks. They should process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom, to share and exchange their work to exhibit and showcase their learning.

### Rationale

Why should our pupils use ICT?

ICT can enhance and enrich pupils' learning across the curriculum.

ICT enable children 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 children's creativity.  
ICT can motivate and enthuse children.  
In the information society which we live, children need to develop ICT skills in order to access relevant information.  
ICT gives children immediate access to richer source materials.  
ICT has the flexibility to meet the individual needs and abilities of each child catering for both weak and high achievers.  
ICT promotes access for children with learning difficulties.  
ICT offers potential for effective group work and collaborative learning.  
ICT supports different types of learners - audio, visual and kinaesthetic.  
ICT promotes and develops thinking skills.

### **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 enhance learning experiences across the curriculum.

Raise levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of children's work [using ICT as an integral part of the processes and the management of teaching and learning].

To provide access to electronic sources of information and interactive learning resources.

Instil in children a sense of confidence, achievement and enjoyment.

Enable children and teachers to have access to immediate and up-to-date source of information.

Encourage children 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.

Develop children's independent learning skills using ICT across the curriculum.

Develop information handling and research skills.

### **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

Since the focus of the Northern Ireland Curriculum is now on 'Using' ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum.

ICT is planned and delivered as an integral part of each curriculum area to support and enrich children's learning.

All pupils are given equal access opportunities through management of ICT resources.

ICT is a statutory entitlement for all pupils - it should not be perceived as a punishment or reward.

## Planning and Progression

### The "Five Es"

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 'E's - Explore, Express, Exchange, Evaluate and Exhibit. All pupils have opportunities to develop a wide range of skills and competencies commensurate with their age and abilities as they progress through the school from P1 to P7. Progression in key areas of ICT has been identified and agreed by all staff.

### Explore

Children 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

Children should be enabled to:

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

### Evaluate

Children 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

Children should be enabled to:

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

## ICT Resources

ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

The school has a networked ICT system consisting of PCs, laptops and printers provided by the C2k Managed Service. We also have a colour photocopier which is linked to the c2K network, meaning each teacher can print to the colour photocopier from their classroom. There is a computer suite which is made up of laptops. Each class makes use of the computer suite on a timetabled basis. The timetable is agreed by all teaching staff at the beginning of each academic year.

Each classroom has an interactive white board. There is also an interactive whiteboard in the computer suite which is used for lessons, presentations and in-service days. There is also a retractable screen in the hall with a projector fixed to the ceiling. The retractable screen can be used during class assemblies, by guest speakers and also during parent evenings.

Each teacher has a digital camera. The school has a digital video camera. This is stored in the Principal's office and is borrowed by teachers as and when needed. Teachers have also agreed to remove their videos and return it as soon as possible so that it is available.

## Other Resources

- Other ICT resources used by the school include:
- CD Players
- Recording devices
- Headphones
- Televisions
- DVD Player
- Calculators
- Spell checkers
- Telephone and Fax Machine
- Data Projectors
- Programmable Devices - Roamers / Bee-Bot/ Probot
- Scanner
- Retractable screen

## iPads

St. Mary's have 100 iPads in the school. Each teacher has an iPad for personal research and planning. iPads are also used to support the learning of individual, whole class and group learning.

## Users Responsibilities

Users must use protective covers/cases for their iPad. The iPad screen is made of glass and therefore is subject to cracking and breaking if misused: Never drop or place heavy objects (books, laptops, etc.) on top of the iPad.

Only a soft cloth or approved laptop screen cleaning solution is to be used to clean the iPad screen.

Do not subject the iPad to extreme heat or cold.

Do not store or leave unattended in vehicles.

Users may not photograph any other person, without that persons' consent.

The iPad is subject to routine monitoring by St. Mary's School.

If the iPad is lost, stolen, or damaged, the ICT Technicians/Network Manager/Head Teacher must be notified immediately. iPads that are believed to be stolen can be tracked through iCloud.

## Organisation of Resources

- There are networked PC with full internet connection in each classroom.
- All C2K PC's provide over 70 software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from P1-P7.
- All classrooms are equipped with C2K PCs which provide connection to the Internet.
- Through the network there are shared printing facilities. Colour and black and white printers are located in the computer suite. Teachers also have the option of printing to the colour photocopier from their classrooms.
- Additional PCs and laptops are located in the computer suite.
- Laptops are available for use on network, standalone classroom use and for home use. It has been agreed by all staff that school laptops can be taken home for planning and preparation.
- Teachers may connect laptops to network points within in order to carry out personal research, planning etc.
- Certain resources are centrally stored in the ICT suite.

These include Beebots, Roamers, Pro-bots, microphones, Talking boxes and recordable postcards.

As children progress from P1-P7 they are given opportunities to use a variety of these ICT resources. The ICT Coordinator, Vice-Principal and Principal are keen to develop resources and plan for it annually in the action plan

We are currently having wireless installed and at present only teachers will have access to the internet using their handheld devices. The Internet Safety Policy for St. Marys PS makes explicit to all users what is safe and acceptable and what is not.

## Access

### Pupil Access

- All children have a unique username and password. They know the importance of keeping their username and password private.
- Through c2K computers all children have access to software titles appropriate to their curriculum needs and learning needs.
- Through c2K computers all children have access to the Internet.
- Through the network, children in each classroom have access to both colour and black and white printing facilities.

### Pupil Assistance and Supervision

- Children use ICT resources under the guidance of the Classroom.
- The use of the Internet is always a supervised activity.

### Teacher Access

- All teachers have access to the C2K system with a unique username and password.
- All teachers are aware of the importance of keeping their username and password confidential.
- Through C2K computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice.
  - Through C2K computers/laptops/ipads all teachers have access to the Internet.
  - All teachers have access to laptops available for use on the network and for home use.
  - All teachers have access to ICT equipment such as the interactive whiteboard, digital camera, etc. to facilitate a variety of teaching approaches.

### Classroom Management of ICT Resources

Where appropriate, children will have opportunities to use ICT resources to carry out:

- Individual work
- In pairs
- Group activities

Children will generally work individually or in pairs at the computer.

It is important that all children are engaged in the task and can see the screen comfortably therefore no more than three children will work together at one computer.

### Whole class activities

Children may share in a computer-led activity where an interactive whiteboard is used.

All children will have planned opportunities to use ICT resources. A variety of

opportunities will be planned across the curriculum to give children opportunities to develop their skills.

**The computer will not be used as a reward for the child who has completed his/her work first.**

### Planning, Monitoring and Evaluating

#### Planning at Whole School Level

The Principal/SMT/ICT Coordinator consult on how ICT is incorporated into the School Development Plan. In consultation with all staff an ICT Action Plan is drawn up annually by the ICT Coordinator and is reviewed by all staff as appropriate.

#### Planning at Year-Group and Class Levels

ICT is embedded into Schemes of Work/Yearly Planners. It is also integrated into six weekly planners taking account of progression. Teachers meet in key stage groups to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

#### Assessment, Recording and Reporting

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

**Formative Assessment Methods** - observing and questioning during classroom activities.

**Summative Assessment Methods** - collecting samples of children's work using ICT. Also at the end of each key stage, the Primary four and seven statutory assessment will begin in 2013/14.

### Provision for Pupils with Additional Needs

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 additional needs within the school.

- Where appropriate, specific software e.g. Lexia are used to assist learning
- Where appropriate, teacher developed resources such as Clicker 5 word banks are used to assist learning

Teachers are familiar with the variety of graded levels within frequently used software in order to provide differentiation and cater for children with additional needs within their classrooms Where children are working in withdrawal groups they will have access to appropriate ICT resources.

## Equity of Access

All children will have equity of access to the use of ICT across the curriculum. The school will guard against gender stereotyping with encouragement given to both girls and boys to engage in ICT related activities. Children of all ages, ability levels, and backgrounds will have equal access to ICT resources.

It is important that children who do not have ICT resources at home should not be disadvantaged.

## Health and Safety

In all classrooms consideration is given to health and safety in the location and positioning of equipment. The following issues are addressed:

### Position and Posture of the child

Children should be seated correctly at the computer:

- When using the computer the child should be able to sit upright on a chair which gives some back support, having their arms roughly horizontal when using a keyboard. Ideally the chair height will be adjustable to suit all the people who will use it.
- The child's body should face forwards, not twisted sideways.
- The child's feet should reach the floor. A footstool may be used where necessary.
- Children sharing a computer should be encouraged to make sure that everyone in the group can see without straining.
- Children should be looking down at the screen with the top of the screen roughly at their eye level.
- Children should be shown how to hold the mouse lightly in the widest part of their hand so that a very small movement is needed to click a button.

### Reducing Risks

- Due care will be taken not to overload extension cables or double socket adapters.
- Leads should not trail on the floor.
- Damaged plugs or leads will be replaced.
- Ventilation grills should not be blocked as overheating may occur

## ICT in the Home and in the Community

Children will be encouraged to make use of home computers or iPads and ICT resources available through other places e.g. the library

Where appropriate children will be given opportunities to make use of ICT resources to:

- Carry out research to support classroom work, projects etc.
- To complete work begun in school
- To carry out or present a homework task

Work carried out on home computers should be valued. It is important to ensure that a consistent approach to children's use of home computers is taken in each class as a child progresses through the school.

### Staff Training

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

- Giving teachers opportunities to attend INSET - to develop their knowledge and use of ICT across the curriculum.
- Providing in-school support for teachers requiring assistance in developing particular aspects of ICT skills knowledge and understanding.
- In-service Days. Some in service days are set aside for training of staff in areas relating to ICT.

### The role of the ICT Coordinator

- 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 SMT and principal in order to set priorities and targets to improve ICT provision.
- To support, guide and motivate colleagues - which may require the provision of training of 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.

### The Responsibility of the Classroom Teacher

It is the responsibility of the classroom teacher to:

- 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 safely.
- Implement the Code of Practice Agreement.

## Review

As ICT resources increase and children and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness. The policy will be reviewed annually. This policy has been reviewed September 2013 and is due to be reviewed in September 2014. This policy should be read along with The Internet Policy.