St Nicholas' Primary School, Carrickfergus

Using ICT Policy

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important."

Bill Gates
CEO - Microsoft

Purpose:

This policy reflects the school values and philosophy in relation to the learning and teaching of and with ICT. It sets out a framework within which teaching and non teaching staff can operate, plus it gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme of Work for ICT which sets out in detail what pupils in different classes and year groups will be taught and how ICT can facilitate or enhance work in other curriculum areas.

This document is intended for;
- All teaching staff
- All staff with classroom responsibilities
- School governors

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- Parents
- Inspection teams.

Copies of this policy are kept centrally on RMStaff and are available from the principal and the co-ordinator.

Introduction:

Our vision is for all teachers and learners 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.

- I.C.T resources, when used effectively, can bring significant changes to the nature and quality of teaching and learning.

- I.C.T can promote, support, enhance and enrich the curriculum in a unique way. It can contribute to all subjects and supports the development of skills such as Literacy and Numeracy, communication, problem solving, information handling, social and interpersonal skills and independent learning skills.

- I.C.T is a significant medium of communication and dominant means of accessing, managing and transmitting information. It affects all aspects of life and work. The effective use of I.C.T also prepares pupils for living and working in an increasingly information rich society.

BECTA ICT QUALITY MARK:

In June 2010, St Nicholas' Primary School was awarded the prestigious ICT Mark by BECTA, the government – funded body responsible for promoting the use of ICT across the UK in schools. In doing so we became the 7th Primary School in Northern Ireland to receive this award. In December 2015 we received the NAACE ICT Mark accreditation showing how the school has progressed in the use of ICT across all areas.

Using ICT Assessment tasks

The school has previously been registered with the CCEA ICT Accreditation Scheme with the aim of receiving a moderated ICT level for designated pupils in key stages 1 and 2 for purposes of assessment.
However with the changes to statutory assessment we have participated in preparing pupils for the new tasks as laid out by CCEA.
The approval process will be coordinated and monitored by the Head of ICT, who will liaise with those departments in the design and submission of their tasks. Once approved these tasks will be used by those departments to assess the pupils' ICT skills in their subject area and the Head of ICT will then be responsible for submitting the required work for moderation.

At the end of each year, the Head of ICT in consultation with the S.L.T. will review the operation of the scheme in the school, the moderated levels awarded and those subjects which will contribute tasks in the next academic year. This will be done with regard to the School Development Plan, ICT Action Plan and taking note of the findings in the Chief Moderator's Report for the scheme.

Curriculum Development and Organisation:

Each class is allocated a time in the ICT Zone to accomplish their ICT skills within our scheme. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other national curriculum subjects.

Digital projectors, which are ceiling mounted, and Interactive Whiteboards are located in all of the classrooms as well as access to iPad facilities and Apple TVs. There is also a projector screen, sound system and Apple TV available in the assembly hall. These are used as a teaching resource across the curriculum.

Teaching and learning style:

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible.

At times we do give children direct instruction on how to use hardware or software in 'skills' lessons but we often use ICT capabilities to support teaching across the curriculum.

So, for example, children might research a history topic by using a CD-ROM, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

The contribution of ICT to teaching in other curriculum areas:

ICT contributes to teaching and learning in all curriculum areas. For example, graphics work links in closely with work in art, and work using databases supports work in mathematics, while CD ROMs and the Internet prove very useful for research in Science and Technology. ICT enables children to present their information and conclusions in the most appropriate way.

Literacy:

ICT is a major contributor to the teaching of Literacy. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to

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develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desk-top publishing software.

Numeracy:

Many ICT activities build upon the mathematical skills of the children. Children use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically. They also acquire measuring techniques involving positive and negative numbers, and including decimal places.
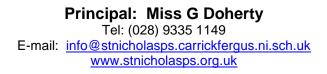
PDMU:

ICT makes a contribution to the teaching of PSHE and citizenship as children learn to work together in a collaborative manner. They develop a sense of global citizenship by using the Internet and e-mail. Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT, and they also gain a knowledge and understanding of the interdependence of people around the world. Internet safety day each year also provides ample opportunity to explore issues relating to PDMU.

Health and Safety:

Points to consider:
- Sitting
- Top of the screen close to eye level
- Screen positioned to avoid glare
- Feet flat on the floor
- Shoulders and neck relaxed
- Forearms level with desk
- Lower back supported
- Upper leg horizontal
- Give yourself room – avoid a cluttered work area. Spread out keyboard, mouse and printer etc.
- Make sure that the top of the monitor is at eye level. The screen should be between 50-70 cms from the user.
- Reduce reflection by swivelling and tilting the monitor from direct sunlight. Regularly clean your screen. Adjust contrast and brightness.
- Eyestrain – avoid long periods on the computer (1 hour maximum). Advise children to take short breaks during a task. Allow children to rest for at least 30 minutes before beginning another computer activity.

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It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT Suite clean and tidy after use. Food and drink should not be consumed near ICT equipment.

An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

Acceptable Use Statement:

The computer system is owned by the school, and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management.

The school recognises that technologies such as the Internet and e-mail will have a profound effect on children's education and staff professional development in the coming years and the school's Internet Access Policy has been drawn up accordingly.

The installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Internet Access Policy Statement:

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies.

An Internet Access Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to computers with Internet Access.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

PCs are filtered by C2K and IPads by Draytek Filtering.

Internet Publishing Statement

The school wishes the school's website **www.stnicholasps.org.uk** and the Twitter account **@stnicsps** to reflect the diversity of activities, individuals and education that can be found at St Nicholas' Primary School. However, the school recognises the potential for abuse that material published on the Internet may attract, no matter how small this risk may be.

Therefore, when considering material for publication on the Internet, the following principles should be borne in mind

- No video recording may be made or published without the written consent of the parents/legal guardian of the child concerned, and the child's own verbal consent.

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- Surnames of children should not be published, especially in conjunction with photographic or video material.
- No link should be made between an individual and any home address (including simply street names).
- Where the person publishing material suspects that there may be child protection issues at stake then serious consideration must be taken as to whether that material may be published or not. In the case of a simple piece of artwork or writing, this may well be fine, but images of that child should not be published. If in doubt, refer to the person responsible for child protection.
- No material may be published on the school website or Twitter account without approval of the ICT co-ordinator or the Principal.

IPad Use Policy

As a result of St Nicholas' Primary School supplying an iPad for your teaching use, you agree the following:

- Use of the iPad should be considered the same as any other technology tool provided by the school
- To abide by the schools Internet Policy with regard to iPad usage
- You will provide a list of all 'Apps' installed in the device to the ICT Coordinator on demand. You will maintain this list with new purchases.
- To ensure that all apps meet with the requirements of the schools Internet and ESafety Policy.
- To inform the ICT Coordinator of any apps that do not meet said requirements and remove them from your device.
- To enforce a four digit security PIN on the device and provide this on demand to the school management team
- To ensure that the security PIN of your device is held only by you and not divulged to pupils.
- To use only an account in the name of the school with your school email address for all App purchases.
- To not use the device to store personal documents such as video or audio material other than that which is directly related to your school needs.
- To not install any apps that may be considered only for your own personal use, or could be deemed not suitable for the classroom.
- Use of the camera only permitted in line with the whole school Child Protection Policy.
- In the case of loss, theft or other damage occurring outside of school, to repair, replace or make good the iPad to its original state.
- That you will not sync or attach the iPad to your home or personal computer
- You will not remove profiles or restrictions placed on the device
- You will not 'jailbreak' the device

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- To not allow any pupil to use the iPad for any purpose except for curricular purpose under a controlled environment in the presence of a member of staff

Cyberbullying

Cyberbullying can be defined as 'the use of IT, particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

The School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School's IT network is secure and subject to continuous monitoring in the interests of safeguarding the wellbeing of all members of the School community.

The School's pupil ICT Acceptable Use Policy aims to ensure that pupils are responsible in their use of ICT, making sure that they safeguard their own wellbeing, do nothing that adversely affects others, adopt good practice to enable the efficient operation of the School network and do not waste time.

Copies of the Pupil ICT. Acceptable Use Policy are located in the computer resource area and are sent home in the Parent/Carer Information Pack each year. This code of conduct defines what constitutes safe and acceptable use of the internet and any other electronic and digital services.

Every February the school celebrates Safer Internet Day. Pupils are educated on the subject of Staying Safe Online, Cyberbullying and the dangers of social networking sites, through fun and informative games, video clips and websites. We encourage our pupils to report instances of this or any other dangerous or suspicious online behaviour. All staff have a responsibility to safeguard the welfare of pupils online by educating them, supporting them and reporting any instances of Cyberbullying or other dangerous or suspicious online activity in line with School procedures.

Related material can be found on our School website **www.stnicholasps.org.uk** under the Policy Section.

Use of Portable Equipment:

The school provides portable ICT equipment such as laptop computers, iPads, Intel Microscopes, Web cams and digital cameras to enhance the children's education and to allow staff to make efficient use of such equipment to enhance their own professional activities.

- Equipment may be in the care of a specific individual, but it is expected that all staff may wish to benefit from the use of a laptop computer and access should be negotiated with the individual concerned. Any difficulties should be reported to the ICT co-ordinator.
- Certain equipment (e.g. digital camera) will remain in the ICT store, and may be booked out for use according to staff requirements. Once equipment has been used, it should be returned to the resource area;
- Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) arrangements must be made for any portable equipment in their care to be returned for school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it.

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Data Protection Act:

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

Care of Equipment:

The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.
- All equipment should be switched off at the end of the working day.
- Any technical fault should be reported to the ICT co-ordinator.
- The use of solvent cleaners and polishes is not allowed without express permission from the ICT co-ordinator.

Role of the ICT Co-ordinator (including other teachers that are part of the ICT Curriculum Team):

The responsibilities include:

- Maintenance of an ICT policy that reflects current technology and attitudes.
- Maintenance of a Scheme of Work that reflects current resources, National Curriculum, staff and child skills.*)*
- Monitoring of implementation of the Scheme of Work throughout the school including issues such as equality of access, planning and assessment etc.
- Organisation and distribution of hardware and software throughout the school.
- Maintain central resources (audited annually) such as software masters, digital cameras, iPads, and control and monitor equipment in an organised and accessible manner.
- Maintain the network software infrastructure including the addition and deletion of users, e-mail accounts, new software etc.
- To maintain secure backup routines on the fileserver.
- Plan and implement INSET programmes according to staff needs, as agreed with the Principal.
- Provide an annual action plan and financial plan for the maintenance and development of the school's ICT resources.
- To liaise with other curriculum co-ordinators regarding the purchase of resources for their subject area.
- To provide support in the delivery of the school's Scheme of Work through monitoring and advice. This will include reporting to the Principal when appropriate.
- To monitor new developments in ICT (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.
- Ensure that Health and Safety guidelines in ICT are followed, including

- Setting up and moving equipment;
- Establishing appropriate working conditions;
- Ensuring electrical safety checks are carried out by the relevant authority.

Inclusion:

We recognise that ICT offers particular opportunities for pupils with special educational needs and gifted children. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can;
- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individuals or groups of children.
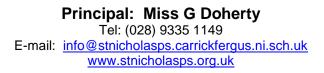
Assessment:

A summary sheet is used to record details of the ICT skills completed. We have built upon this process by developing and maintaining electronic portfolios of pupils' work.

Each pupil's progress will be carefully monitored and assessed as follows:
- Teachers' observations.
- Individual pupil e-portfolios. *ICT work will be saved into pupil 'My Documents' area on the network. This area will be kept for the entire time that they spend at this school. Each unit of work will be assessed on completion and ongoing records will be kept with the class until the end of Primary 7.*
- End of key stage 1 & 2 assessment scheme.
- Using ICT Tasks provided by CCEA for mandatory assessment.
- During the year, the ICT subject leader has specially-allocated time for carrying out the vital task of reviewing samples of the children's work and for visiting classes to observe the teaching of ICT.
- Examples of children's work will be displayed around the school and on the school website and Twitter account where possible.
- The use of Seesaw app to store and assess pupils work.
- The ICT subject leader regularly discusses the ICT situation with the principal and provides an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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- Reporting to parents is achieved through parent consultation meetings, which take place throughout the year. An annual report, within each child's school report, will focus upon attitudes of the child to their ICT skills and competence in a variety of applications.

Resources:

There are;
- 18 PC's
- 8 Teacher Laptops
- 6 Additional Laptops
- 7 IWB.
- 8 Apple TVs
- 102 iPads

The above resources are distributed as follows;
- Each classroom is equipped with an IWB connected to a desktop/laptop (8 classrooms)
- Touch Screen IWB's have been installed in 3 classrooms as well as playroom.
- The remaining desktops/laptops are located centrally in the corridor and in the learning zone.
- Two PC's are used by the Principal and office staff.
- All teachers have use of a teacher ipad.
- Each class has 1: 2 ratio of ipads and there are 5 ipads for Learning Support, located in the Learning Zone.

Hardware:

Digital Cameras 7
Universal Battery Chargers 2
Logitech – Headphones with speaker 2
Digital Blue Movie Creators & docks – Blue 1
Bee Bots 16
Constructa Bot 1
Bee Bot mats 8
Probots 4
Tuff Cams and docks 1
Logitech webcam & Headphones 1
Intel Microscope 1
Focus on BeeBot 1 Site Licence
Education City Licence
Lexia Licence
Power of 2 Licence

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