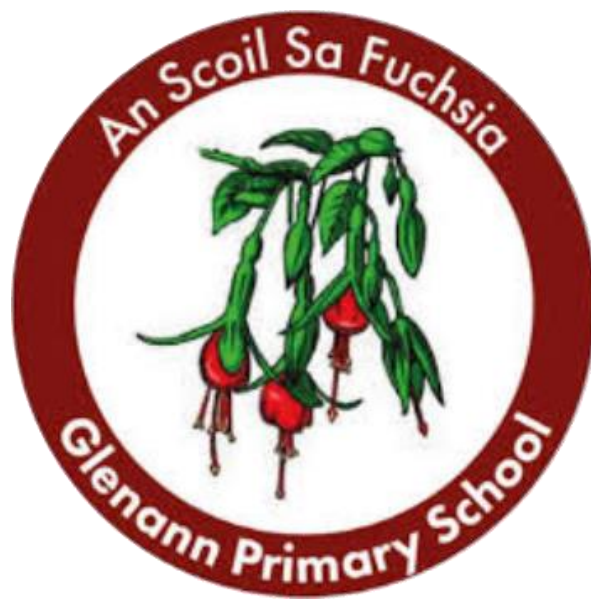


Glenann Primary School



UICT Policy

March 2023
Reviewed September 2025

Introduction

At Glenann Primary School we recognise that ICT (Information and Communication Technology) is a vital area in all our lives and we understand the benefits of using ICT in teaching and learning throughout our school. ICT is an area that continues to **accelerate** and **intensify** year on year, and, at Glenann PS, we believe that it is essential that all of our pupils are able to respond to the many new developments. We provide our pupils with skills that enable them to become lifelong learners and cope with the ever-increasing range of technology that is available within society. In Glenann PS we aim to provide a broad, balanced and wide-ranging ICT curriculum for all of our pupils, teaching in an environment that is both exciting and motivating to allow for future success and progress for pupils within our school. In Glenann PS we use ICT to develop pupils' confidence in their use of equipment and software and to support learning across all areas of the curriculum. The focus on Using ICT means that pupils within Glenann PS have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum.

ICT in the Northern Ireland 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.”

(Northern Ireland Curriculum Document)

Using ICT is one of three cross-curricular skills:

- Communication
- Using Mathematics
- Using Information and Communications Technology

Using Information and Communication Technology

“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.”

(Northern Ireland Curriculum Document)

The Five E's

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 predications and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

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 behaviour online.

ICT Resources

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

- Computers
- Laptops
- iPads
- Internet and E-mail
- Recording devices
- Headphones
- Calculators
- Cameras and web cams
- Telephone
- Programmable Toys
- Interactive Whiteboard
- Photocopier/ Scanner
- Electronic Microscope

As children progress from P1-P7, they are given opportunities to use a variety of these ICT resources.

Rationale of ICT at Glenann Primary School

Why should our pupils use ICT?

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum.
- ICT can develop thinking skills and problem-solving strategies.
- ICT can present information in new ways, which helps pupils to understand, assimilate and use it more readily.
- ICT gives pupils access to immediate and up-to-date sources of information.
- ICT can empower pupils, develop self-esteem and promote positive attitudes to learning.
- ICT has the flexibility to meet the individual needs and abilities of each pupil.
- ICT offers potential for effective individual, group and whole class work.
- ICT can motivate and enthuse pupils and develop creativity.
- ICT gives pupils opportunities to develop skills for life.
- ICT supports different types of learners – audio, visual and kinaesthetic.
- ICT encourages learners in research based, flexible and effective forms of learning that will contribute to lifelong learning.

Aims

The staff at Glenann PS aim to maximise the potential of ICT in teaching and learning across all areas of the curriculum and to develop and enhance pupils' ICT competence throughout the school. In order to achieve this, we aim:

- to use ICT to enhance and enrich our pupils learning and add to their enjoyment;
- to raise pupils' competence and confidence in using ICT by developing their knowledge, skills and understanding in using a wide range of ICT tools;
- to enable pupils to meet the requirements set out within the Northern Ireland curriculum and to develop their use of Explore, Express, Exchange, Evaluate and Exhibit within their ICT work (usage and exposure to the 5 E's);
- to raise levels of teacher competence and confidence in integrating ICT into their daily planning, teaching and assessment of pupils' work;
- to embed UICT in our medium and long-term planning;
- ensure ICT has a fundamental role in developing and enhancing our school's key learning aims in promoting the pupils' educational, physical and social needs;
- to provide equal access and opportunities in ICT for all pupils;
- to develop pupils independent learning skills using ICT across all areas of the curriculum both in school and at home;
- to use ICT to model real-life situations and enable our pupils to develop the skills needed to become life-long learners;
- to use ICT to develop communication, information handling and research skills;

- to harness the power of technology to help pupils with Special Educational Needs increase their independence and develop their interests and abilities;
- to encourage pupils with access to home computers to contribute to and enhance their school work using interactive learning resources;
- to provide and ensure safeguards in relation to pupils' access to information across the Internet through the C2k firewall system that prevents access to inappropriate material;
- to provide pupils with an understanding of a range of ICT equipment, such as audio and video recording equipment, video-conferencing, photography and personal devices;
- to develop an awareness of the need for care and responsibility in handling equipment; and
- to use ICT to develop an online community – sharing ideas, resources and information between pupils, staff, parents, Board of Governors, other schools and wider community.

Resource Provision and Organisation

Resource Provision

Glenann Primary School has a networked ICT system consisting of 5 PC's, 10 laptops and 4 Surface Pro 7 teacher devices.

The school also has 1 photocopier / printer / scanner, provided by Calvert.

There are 22 iPads and an Interactive Whiteboard in each classroom.

Access

Glenann Primary School's ICT facilities are available for use by all pupils and staff. All children are given access to ICT regardless of gender, race, physical or sensory ability.

Pupil Access

- All pupils have access to the C2K managed service by logging in with their individual username and password.
- Through PC's, laptops and iPads, all pupils have access to software and apps appropriate to their curricular and learning needs (Foundation Stage, Key Stage 1 and Key Stage 2 users).
- All pupils have supervised access to printers.
- All pupils have supervised access to the Internet.

Pupil Assistance and Supervision

- Children use ICT resources under the guidance of the classroom teacher or classroom assistant.
- The use of the Internet is always a supervised activity.

Teacher Access

- All teachers have access to the C2k system.
- Through C2k PCs/laptops/Surface Pro 7 laptops all teachers have access to the Internet.
- All teachers have access to iPads in school.
- Through C2k computers and iPads, all teachers have access to software and apps appropriate to their curriculum planning needs and classroom practice.
- All teachers have access to an individual Surface Pro 7 teacher device for use on the C2k

network, at school and at home.

- Teachers have access to ICT equipment, including Interactive Whiteboards, to facilitate a variety of teaching approaches.

Accessing the World Wide Web

The school has Internet access through cable and Wi-Fi. For all information related to this, see our school policies on '*Acceptable Use of the Internet and Digital Technologies*' and '*E-Safety*'.

Strategies for Using ICT Resources

ICT is not taught as a discrete subject, but as a tool to be used cross-curricular. Where appropriate, children will have opportunities to use ICT resources to carry out:

- Individual work
- Group activities
- Whole class activities
- Homework activities

UICT Tasks

UICT tasks are set for P1-P7, which enable the internal moderation of ICT work throughout the school. Common tasks are set in Foundation stage, which are cross curricular linked, with teacher modelling and introducing skills required for KS1.

ICT Resources at Home

Use of ICT at home will continue to be encouraged through the use of learning apps (eg: Accelerated Reader, Reading Eggs and Maths Seeds) which can be accessed through a home computer system.

Children should continue to be encouraged to access and make use of the school website which is regularly updated – www.glenannps.com. The school website has a Pupil Area Page.

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. ICT devices will not be used expressively as a reward for children who have completed their work

Planning: Progression, Monitoring and Evaluation

The principal, ICT Co-ordinator and all teaching staff consult on how ICT is incorporated into the School Development Plan. In consultation with all teaching staff, an ICT Action Plan is drawn up annually by the ICT Co-ordinator and is reviewed by all staff as appropriate.

Planning: Year-Groups and Class Levels

- ICT is embedded into Schemes of Work, Medium Term Planners and Daily Planners
- Teachers meet to discuss and review progress, share experiences of ICT, look at samples of children's work and discuss effectiveness of planning

Planning: Progression

- Progression is ensured through a range of increasingly challenging activities covering all areas of ICT and embedded in the Northern Ireland Curriculum.
- In Foundation Stage, activities are carried out relating to curricular learning taking place in class.
- In Key Stage 1 and Key Stage 2, tasks from the Northern Ireland Curriculum website are utilized, adapted to suit class topics.
- Each term, all classes will complete tasks which teach and develop ICT skills in line with '*Lines of Progression in UICT in Glenann PS*' document. This ensures progression of ICT skills and knowledge across all classes and Key Stages.

Planning: Monitoring

- It is the responsibility of the ICT Co-ordinator to monitor the standard and progress in UICT by gathering appropriate evidence.
- Evidence of ICT taught is gathered by class teachers.
- Each class will give the ICT Co-ordinator one sample for internal standardization.

Planning: Evaluating / Review

- Teachers evaluate their ICT teaching in their Medium-Term Planners.
- Evidence gathered each year is summarised and tasks altered to allow for the development of all the desirable features and coverage of all five E's.

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 ICT work

Teachers will report on a child's progress to the next teacher by:

- Discussing progress
- Passing information regarding levels and skills

To parents / guardians by:

- Discussion during parent interviews
- A formal comment regarding ICT competence on the child's written report

Provision for Pupils with Special Educational 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 Special Education Needs within the school.

- Where appropriate specialist hardware equipment will be made available to meet a child's need.
- Where appropriate, specific software will be used to assist learning.

- Where appropriate, teacher developed resources such as word banks 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 Educational Needs are working in withdrawal groups, they will have access to appropriate ICT resources. The use of ICT to provide a challenge for gifted and talented children is also utilized at all levels.

Equity of Access

All children will have equity of access to the use of ICT across the curriculum. Children of all ages, ability levels and backgrounds will have equal access to ICT resources. Glenann Primary School ensures that children who do not have ICT resources at home are not disadvantaged. To facilitate this, information is gathered at the beginning of the school year to ascertain pupils' access to hardware and the Internet at home. Where appropriate, arrangements will be made, in conjunction with parents and guardians, to ensure pupils have access to the necessary ICT resources.

Health and Safety

Each classroom has rules for safe use of the computer which has been devised and discussed with children. In all classrooms, consideration is given to health and safety in the location and positioning of equipment.

General Advice

- Eyestrain: avoid long periods on the computer/iPad (20-25mins maximum).
- Advise children to take short breaks during a task.
- Be aware of guidelines for children with epilepsy.
- Advise children to tidy their workstation, avoiding a cluttered work area.
- Make sure that the top of the monitor is eye level. The screen should be about 50-70cms from the user.
- Food and drink should not be consumed near any ICT equipment.
- An adult should always supervise children when they are accessing information via the Internet.
- Although the service provider does filter information, supervision is required for information accessed by pupils via the Internet.

Sitting

- Screen positioned to avoid glare.
- Feet flat on the floor.
- Shoulders and neck relaxed.
- Forearms level with the desk.

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 in order to develop their knowledge and use of ICT across the curriculum;
- where appropriate, 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; and
- participation in online learning.

Roles and Responsibilities

The Role of the ICT Co-ordinator

At Glenann Primary School, the ICT Co-ordinator, Miss Loughrey, has responsibility for two key areas:

- Curriculum
- C2k Management

The role of the ICT Co-ordinator includes the following:

- to have a clear vision for the development of ICT and provide effective strategic leadership;
- work in collaboration with all staff to review practice and identify priorities for the development of ICT through a process of self-evaluation;
- liaise with subject co-ordinators/SENCO in developing the use of ICT to support teaching and learning across the curriculum;
- liaise with staff and Board of Governors to develop and review school policies related to Using ICT;
- encourage staff development in using ICT to support teaching and learning;
- ensure a whole school system of assessment and recording of children's ICT skills;
- monitor and evaluate progress and achievement in children's ICT skills;
- keep up to date with developments in ICT and disseminate to colleagues;
- engage in continuing professional development with regards to using ICT;
- liaise with the principal and the Safeguarding Team to develop and review E-Safety / Acceptable Use policies;
- with support from the principal and Safeguarding Team, lead the implementation of E-Safety procedures within the school;
- establish and maintain links with outside agencies such as CCEA and C2k; and
- encourage the purchase and use of new ICT resources where appropriate.

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 the children's work;
- ensure that any ICT resources and software used in the classroom are appropriate to the

curriculum needs and the children's learning needs;

- ensure health and safety practices are carried out;
- discuss and devise, with the children, rules for using the computers; and
- implement the UICT and E-Safety Policies.

Cyberbullying

What is cyberbullying?

“Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.”

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London

There are many types of cyber-bullying, some of the most common include the following:

- **Text messages** that are threatening or cause discomfort
- **Picture/video-clips via mobile phone cameras:** Images sent to others from the target's phone and using it to harass others, to make them believe the victim is responsible
- **Emails:** Threatening or bullying emails, often sent using a pseudonym or somebody else's name
- **Chatroom bullying:** Menacing or upsetting responses to children or young people when they are in web-based chatrooms
- **Instant messaging (IM):** Unpleasant messages sent while children conduct real-time conversations online using messenger forums
- **Bullying via websites:** Use of defamatory blogs (web logs), personal websites and social media sites.

If Cyberbullying takes place within school, it will be dealt with in line with the school's overall *Anti-Bullying policy, Discipline Policy and Pastoral Care Policy.*

Mobile Phones

To ensure pupils do not take photographs or make recordings of another child or member of staff without permission and to prevent mobile phone bullying in school, pupils are not permitted to have a mobile phone in school. If a parent deems it a necessity for a child to bring a mobile phone to school, the mobile phone will be placed in the principal's office on arrival. If a mobile phone is discovered, it will be kept by the principal in a locked safe place until the end of the school day.

Safeguarding Team:

- The Designated Teacher for Child Protection is Mrs Fiona Bailey.
fbailey152@c2kni.net
- The Deputy Designated Teacher for Child Protection is Miss Catriona Loughrey.
cloughrey248@c2kni.net
- The Designated Governor for Child Protection is Mrs Máiréad McAlister.

All staff, whether permanent, temporary, part-time, teaching or non-teaching will have been vetted through the Police Checking System (ACCESS NI).

Each member of staff will be issued with a *Code of Conduct* and *Acceptable Use of the Internet Policy Agreement* and will be expected to adhere to the school procedures and ethos.

Policy Authorisation and Review

A copy of this policy will be issued to all staff, parents/guardians and Governors. It will be reviewed, added to, or modified as required.

As ICT resources increase and pupil and teacher ICT competence develops, it is important to review the UICT Policy and to evaluate its effectiveness.

Approval of UICT Policy

Approved by Board of Governors

Acting Chairperson: *Mr F Close*

Date: 23 / 09 / 25

Acting Principals: *Mrs Bailey and Miss Loughrey*

Date: 23 / 09 / 25

Review Date: September 2028

