

MILLTOWN PRIMARY SCHOOL

ICT Policy



Reviewed: 4th June 2021

Information and Communications Technology (ICT)

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."

(Primary Curriculum Document p.5)

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 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 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, 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 and to exhibit and showcase their learning.

(Page7. Primary Curriculum Document)



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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• communicate using a range of contemporary methods and tools;• share, collaborate, exchange and develop ideas digitally.
Evaluate	Pupils should be enabled to: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.

ICT Resources

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

<ul style="list-style-type: none">• Computers, Laptops, iPads• The Internet and E-mail• Recording devices -iPad• Headphones, Junction Boxes• DVD Player• Calculators• Green Screen & Lapel Mics• Bluetooth PA Portable speaker and microphones	<ul style="list-style-type: none">• Cameras - including digital video cameras, integral web cam• Telephone• Programmable Toys - Bee-Bot/Pro-Bot• Interactive Whiteboards/ Activ Panel 7• Data Projector• Portable Speaker
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As children progress from P1-P7 they are given opportunities to use a variety of these ICT resources.

1. Philosophy/Rationale

The value of ICT in the promotion of learning through multi-sensory activities is recognised:

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum
- ICT can present information in new ways, which help pupils to understand, assimilate and use it more readily
- ICT gives pupils access to immediate and up-to-date sources of information
- ICT can motivate and enthuse pupils
- ICT has the flexibility to allow pupils to work at their own pace
- ICT offers potential for effective individual/group/whole class work
- ICT gives pupils opportunities to develop skills for life
- ICT encourages learners in research based, flexible and effective forms of learning that will contribute to lifelong learning

2. Aims

We aim to:

- Raise levels of pupil competence and confidence in using ICT by developing their knowledge, understanding and skills in using a range of ICT tools
- Use ICT to enhance and enrich children's learning and to add to its enjoyment
- 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)
- Provide access to electronic sources of information and interactive learning resources
- Enable children and teachers to have access to immediate and up-to-date sources of information
- Develop children's independent learning skills using ICT across the curriculum
- Develop information handling and research skills

3. Resource Provision and Organisation

The school has a networked ICT system consisting of laptops, PCs and printers provided by the C2k Managed Service. There are also a few standalone computers and printers that the school makes use of. Each classroom has an Interactive whiteboard, iPads and Bee-Bot /ProBot. In the assembly hall there is an Activ Panel 7.

Organisation of Resources

- All classrooms are equipped with C2K PCs which provide connection to the Internet
- These provide over 50 software titles to suit curriculum needs. Teachers select software appropriate to children's needs and abilities, taking into account progression from P1-P7
- Each classroom has access to iPads on which there is a range of educational apps relevant to age group and ability level.
- Through the network there are shared printing facilities. Colour and b/w printers are located either within the classrooms or in a central resource area agreed by teachers
- Additional PCs are located in classrooms.
- Laptops and iPads are available for use on network, standalone classroom use and for home use for teachers.
- Teachers may connect laptops to network points in order to carry out curriculum research, planning etc.

4. Access

Pupil Access

- Through C2K computers all pupils 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 b/w printing facilities
- Children have access to iPads.
- Children may have access to additional PCs and laptops positioned in office or classrooms (standalone).

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

Specialist Equipment

- Where appropriate, some pupils with Special Educational Needs have access to specialist equipment as required.

Teacher Access

- All teachers have access to the C2K system
- Through C2K computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice
- Through C2K computers/laptops all teachers have access to the Internet
- All teachers have access to laptops and iPads available for use on the network and for home use
- All teachers have access to ICT equipment such as interactive whiteboard, green screen etc. to facilitate a variety of teaching approaches

5. Strategies for Using ICT Resources

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

- Individual work and Group activities
 - Children will generally work in pairs at the computer.
 - It is important that all children are engaged on 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. All children in the class will not be expected to complete the same task (e.g. 20 children all writing a poem on Spring). A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

6. Planning

Planning at Whole-School Level.

- All Staff consult on how ICT is incorporated into the School Development Plan
- In consultation with all staff an ICT Action Plan is drawn up annually and is reviewed by all staff as appropriate
- A line of development in ICT ensuring progression and continuity for children from P1-P7 has been drawn up and agreed by all staff.

Planning at Class Levels

- ICT is embedded into Schemes of Work/termly overview showing continuity and progression.

Teachers meet to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

7. Assessment, Recording and Reporting

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

- a) Formative assessment methods - observing and questioning during classroom activities
 - The child's skills, knowledge and understanding will be monitored by the teacher.
- b) Summative assessment methods -The child's progress is reported on in parent interviews and in the annual report.

Teachers will report on a child's progress:

To the Next Teacher:

- By discussing progress
- By passing on information regarding skills

To Parents/Carers:

- By discussion during parent interviews
- By a formal comment regarding ICT Competence on the child's written report

8. Provision for Pupils with Special Educational Needs

It is important to recognize the potential of ICT to help address children's individual learning needs. ICT is used to enhance the learning experiences of children with special educational needs within the school.

- Where appropriate specialist hardware equipment, such as a touch screen, big mouse, big keyboard etc. will be made available to meet a child's needs.
- Where appropriate, specific software e.g. Nessy, Wellington Square, Talking Word Processors, are used to assist learning.
- Where appropriate, teacher developed resources such as Clicker word banks are used to assist learning.

Teachers will familiarize 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.

The use of ICT to provide challenge for high achieving children is facilitated when required.

9. 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. To seek to facilitate this, provision may be made to loan devices when appropriate.

10. ICT in the Home and in the Community

An increasing number of children have access to devices in the home or through their out-of-school activities.

In keeping with the school Homework Policy children will be encouraged to make use of home devices and apps, e.g. Seesaw.

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

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

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

11. Health and Safety

Each classroom has rules for safe use of the computer – devised and discussed with children and displayed in room.

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:

- Children should sit upright on a chair which gives some back support, having their arms roughly horizontal when using a keyboard.
- The child's body should face forwards, not twisted sideways.
- Chair height is adjustable to suit all the people who will use it.
- Children sharing a computer should be encouraged to make sure that everyone in the group can see without straining.
- Screens can be tilted to enhance vision.
- 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.

Furniture

- Computer benches allow the monitors to be kept back from the front edge, keyboards to be positioned in front of the monitor and enough space for a mouse mat to be used.
- Blinds will be closed when necessary to avoid glare from windows.

Reducing Risks

- All users are encouraged to use the equipment with care.
- Trunking and wiring have been installed by C2K according to their specifications
- Damaged plugs or leads will be replaced.
- Ventilation grills should not be blocked as overheating may occur.
- In cases where it is unavoidable to have leads on the floor, children are warned of the potential dangers and teachers take measures to ensure the safety of the children e.g. blocking access to that part of the room.
- Pupils are not permitted to eat or drink while using the computer.

12. 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 avail of 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 as appropriate for involvement in ICT-based projects within and beyond the school
- Participation in online learning.

13. The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator may include the following:

- To provide leadership and direction
- To ensure that the use of ICT is 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 staff 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

14. The Responsibility 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
- 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
- Implement the E-Safety Policy

15. Policy Review

As ICT resources increase and pupil and teacher ICT competence develops, the ICT Policy will be kept under review and will be amended and updated as necessary.