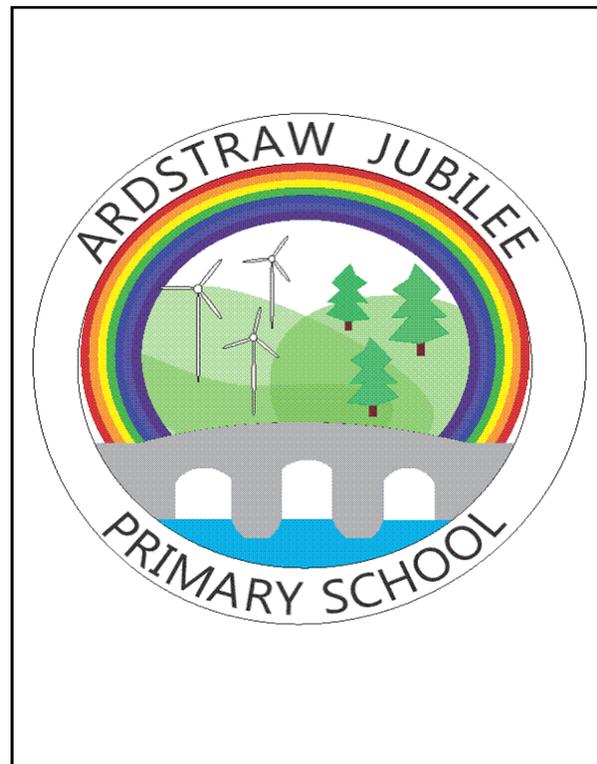# Ardstraw Jubilee Primary School

I.C.T. Policy

Ardstraw Jubilee's ICT Policy is a statement of the beliefs, values and goals of our school.

This policy makes clear statements 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 E-Safety Policy and Acceptable Use of ICT Agreement.

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." (Pg.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 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.

Rationale

Why should our children use ICT?

. ICT can enhance the learning process across all areas of the curriculum.
. ICT enables 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 in 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 are to:

- 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
- To 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.
- To enable children and teachers to have access to immediate and up-to-date sources 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.
- To develop children's independent learning skills using ICT across the curriculum
- To develop information handling and research skills.

Strategies for use of ICT

. ICT skills are taught to the children and then opportunities planned for the children to apply their new skills across the curriculum, as appropriate.
. ICT should be integrated into each area of study to support and enrich children's learning.
. All children are given access opportunities through management of ICT resources.
. ICT is offered as an entitlement for all children – it should not be perceived as a punishment or reward.

The "Five Es"

Across the curriculum, at a level appropriate to their ability, children should develop their ICT skills to:

Explore
Children should be enabled to:
• access and manage data and information;
• research, select, process and interpret information;
• investigate, make predictions and solve problems through interaction with digital tools;
• Understand how to keep safe and display acceptable online behaviour.

Express
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, printers, a scanner and a webcam 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. Each classroom has a minimum of 3 PCs/Laptops for use by the children, as well as 6 ipads. Year 6/7 also have 6 Kindles.

Each classroom has an interactive white board. There is also an interactive whiteboard in the multi-purpose room. The school has four digital cameras (one for each class), a Flip camera and Tuff cameras which are digital video cameras.

Other Resources

Other ICT resources used by the school include:
· CD Players
· Recording devices
· Headphones, Junction Boxes
· Calculators
• Telephone and Fax Machine
• Data Projectors
• Programmable Devices – Roamers / Bee-Bots
• Scanner

Organisation of Resources
• There are a minimum of 3 networked PCs/Laptops 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. Teachers have the option of printing to the colour photocopier and black + white photocopier from their classrooms.

• Laptops are available for use on *network, standalone classroom use and for home* use. Teacher laptops can be taken home for planning and preparation of resources and planners.
• Teachers may connect laptops to network points within school in order to carry out personal research, planning etc.
• Certain resources are centrally stored/may be obtained from ICT Co-ordinator. These include e.g. digital cameras and the Flip digital video camera.

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

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 Teacher, SENCO or Learning Support.
• 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 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 data projector, 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
• Group activities
  Children will generally work in pairs at the computer.
• Whole class activities
Children may share in a computer-led activity where an interactive whiteboard is used or where there is access to a computer suite.

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 teaching staff consults 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 Co-ordinator and is reviewed by all staff as appropriate. A line of development for ICT, ensuring progression and continuity for children from P1-P7, has been drawn up and is implemented on a rolling 2 year cycle.

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 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:

<u>Formative Assessment Methods</u> – observing and questioning during classroom activities. The child's ICT achievements are recorded by the teacher completing a check list of skills.

<u>Summative Assessment Methods</u> – collecting samples of children's work using ICT. Also at the end of each key stage, the Primary Four and Seven children have their work formally assessed using CCEA's ICT Accreditation Scheme. Children in other year groups regularly complete tasks to assess on-going progress of skills.

Each child has a folder of evidence of their ICT work, along with a completed Checklist of skills attained. Teachers report to the next teacher by discussing progress, passing on samples of work and information/checklists regarding skills and levels. Teachers report to parents and also on the child's formal report at the end of the year where each child's competences and skills form a part of the written report.

Statutory Assessment of ICT will begin in September 2016.

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.

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. There are a number of software programmes available to support the Literacy and Numeracy skills of children with additional needs. The use of these programmes will be identified in IEPs.

• 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 is used to assist learning

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. An audit of children's resources at home is carried out on a regular basis. Each class teacher uses this information sensitively to plan for children who have no or limited access at home.

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.
• 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. Ideally the chair height will be 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.
• 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.

Furniture
• The computer table/bench should be of a height appropriate to the size of the child.
• The monitor should be kept well back from the front edge of the table/bench.
• There should be space on the computer table/bench for the keyboard in front of the monitor.
• There should be enough space on the computer table for a mouse mat to be used.
• Computers should be positioned to avoid glare from light or windows.

Reducing Risks
• Due care will be taken not to overload extension cables or double socket adapters where it is necessary to use such equipment.
• Leads should not trail on the floor.
• Damaged plugs or leads will be replaced.
• Ventilation grills should not be blocked as overheating may occur.
▪ It is the responsibility of each member of staff to report any faults to the ICT coordinator.
▪ There is a slight risk of triggering epileptic seizures from excessive screen flicker. As monitors can vary in the steadiness of screen image due care will be taken to use a monitor with minimum screen flicker where an individual child may be at risk.

ICT in the Home and in the Community

Children will be encouraged to make use of home computers 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

Parental/Community Involvement

We survey parents annually to ascertain need and demand for training courses in ICT and plan according to responses. We also offer information sessions on the use of ipads in their child's education and on E-Safety.

We have a school website, which further develops links with parents and offers the opportunity for parents to access school newsletters, policies and other information, rather than sending home a hard copy.

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. Teaching staff complete an audit of skills and they have the opportunity to highlight areas they would like to become more competent in. The ICT co-ordinator addresses these areas where possible and seeks help from outside school where necessary.
• In-service Days. Some in service days are set aside for training of staff in areas relating to ICT.

The role of the ICT Co-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 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 – samples of children's work will be monitored each term as well as monitoring of displays around the school and other evidence of children's work.

• 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/E-Safety.
• Implement the Acceptable Use of the Internet Agreement.

This policy will be reviewed annually. This policy has been drawn up in March 2013. It was last reviewed in February 2016.
This policy should be read along with The E-Safety Policy and the Acceptable Use of the Internet Agreement.