



Killen Primary School ICT Policy



Information Communications and Technology (ICT) Policy

Purpose

This policy reflects the school's values in relation to the teaching and learning of ICT. It gives guidance on planning, teaching and assessment.

Vision

Our vision is for all teachers and pupils 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.

Introduction

Information and Communications Technology, one of the three cross curricular skills, 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 this cross-curricular subject, '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 and pose questions;
- process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose;
- use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

In this policy we have used the term "information and communications technology" (ICT) to denote the convergence of computers, mobile devices, video, DVD, cameras and telecommunication, as seen in the use of multimedia devices and the networks and services based on them. We are no longer involved solely with the use of standalone computers but with interconnecting networks of computers/devices and the potential for communication and access to information which this offers. Competence in ICT is rapidly becoming a life skill that ranks alongside basic literacy and numeracy.

ICT in Killen Primary School is taught in a cross-curricular way in order to develop a knowledge and understanding of appropriate uses of ICT, and the ability to apply it sensibly. Pupils will use ICT with confidence and a recognition of the effects which information and communications technology can and will have on themselves, other individuals, organisations and society.

The effective use of ICT in Killen Primary School can measurably enhance the learning environment and enrich the educational experience of all the children in our care - from the most able to the least able. Well used ICT can encourage a more participative and 3 independent approaches to learning, thereby laying the foundations for lifelong learning and personal development.

Aims of ICT are to:

- foster positive attitudes towards ICT;
- enable children to become independent and competent users of ICT;
- provide children with opportunities to develop their ICT capabilities in all areas;
- ensure ICT is used, when appropriate, to improve access to learning for pupils; with a diverse range of individual needs, including those with SEN and disabilities;
- develop a whole school approach to ICT ensuring continuity and progression;
- provide the pupils with the skills and knowledge necessary to make them good online citizens therefore ensuring they can be safe when online or as a result of online activities.

Strategies for use of ICT

- ICT is not taught as a distinct subject, but it is a tool to be used as appropriate throughout the curriculum.
- ICT is an entitlement for all pupils therefore all pupils are given equal access.
- We provide suitable learning opportunities and experiences for all children by matching the challenge of the task to the ability and experience of the child.
- Use of ICT at home will continue to be encouraged through projects and homework which can be researched through a home computer or at the local library. We also encourage pupils to use learning platforms such as Mathletics and Nessy, in conjunction with parents using Seesaw.

The Northern Ireland Curriculum and ICT

As outlined in the Northern Ireland Curriculum, at a level appropriate to their ability, pupils in Killen Primary School should develop their ICT skills in relation to the **'Using ICT Levels of Progression'** to:-

Explore

Pupils 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

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. 4

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.

Effective use of ICT in Killen P.S. can:

- facilitate a differentiated pace and level of learning that takes account of individual pupil abilities, including those who are more able;
- help provide appropriate support, and scope for greater independence, for those children with Special Educational Needs (SEN);
- provide an additional resource to facilitate the learning process;
- increase pupils' motivation to learn.

Pupils' experience of ICT should be acquired, developed and applied in all areas of the curriculum: ICT should not be seen as separate from the teaching and learning activities in subject areas but as an integral part of the programs of study.

Special Educational Needs

The power of ICT lies in its ability to provide access to learning for children with SEN. In its broadest sense, this means that ICT can enable pupils to overcome the barriers to learning by providing alternative or additional methods of communicating within the learning process. It also means that ICT can enable them to take advantage of their entitlement to a broad and balanced curriculum.

Classroom 2000 (C2k)

The C2k service provides every grant-aided school across Northern Ireland with a modern, connected ICT infrastructure including computers for use in classrooms, our ICT suite and offices. This provision included secure Internet access; increased bandwidth; a Help Desk and user support; and a new eLearning platform called Fronter.

C2k's new Education Technology contract – Education Network for Northern Ireland - EN(NI) commenced on 1 April 2012 and delivers Europe's first Education Cloud environment to schools across Northern Ireland.

C2K provides the staff and pupils in Killen Primary School with access to learning resources from across the world and brings these resources into the classroom. Access to the 'digital classroom' and its e-learning tools, lessons and resources is possible from any internet connected device, 24 hours a day - allowing teachers, pupils and parents to work in partnership to support learning. The communications and e-learning elements of the service support collaboration between schools and offer pupils a richer learning experience. 5

The Role of the ICT Co-ordinator is to:

- be responsible for the updating of relevant ICT policies, action plans and Internet guidelines;
- to ensure that the use of ICT is managed and organised to meet school aims and objectives;
- be aware of the ICT provision which exists within the school;
- to manage resources which are required to implement this policy;

- keep up-to-date with current developments regarding ICT and advise staff appropriately;
- to ensure there is a progression in ICT from Foundation Stage to Key Stage 2;
- be responsible for any staff training in the development of ICT.

The Role of the Classroom Teacher is to:

- integrate ICT into curriculum planning, classroom teaching and assessment procedures;
- ensure that any ICT resources used by pupils are appropriate to curriculum needs and the learning needs of the pupils;
- follow the drafted line of progression as set by co-ordinator;
- ensure that pupils are informed of e-Safety procedures in line with the school's e-Safety policy.

The staff of Killen P.S. aim to provide the pupils in their care with the appropriate access to ICT; to provide contexts in which the necessary skills can be developed, and to ensure that the valuable opportunities to enhance pupils' enjoyment of learning are realised.

When ICT is given a prominent role in teaching and learning across all areas of the curriculum it should create the learning environment which will make:

- a major positive impact on pupils' motivation and confidence;
- improvement in literacy, oracy and communication skills;
- substantial gains in ICT literacy.

Even though whole school co-ordination and support is essential to the development of ICT, it remains the responsibility of each teacher to plan and teach the appropriate ICT activities suggested (a draft scheme of work set by ICT co-ordinator so continuity for children from P1-P7 is evident, which has been agreed by all staff) and assist the ICT co-ordinator in the monitoring and recording of pupil progress including as appropriate, the assessment of 'Using ICT' in line with the UICT Levels of Progression for years 3-7.

The Role of the Parent is to:

- be aware of that ICT is a cross-curricular skill and delivered to enhance the learning and teaching taking place within the school;
- foster a responsible attitude in their children, with respect to the use of the Internet and digital technologies (Refer to e-Safety Policy).

The Role of the Pupil is to:

- use ICT to enhance their learning within the context of the Northern Ireland Curriculum;
- be aware of the ICT provision which exists within the school.
- use the skills and knowledge they are taught to ensure they are safe when online; (Refer to e-Safety Policy).

Staff Development

The staff should be aware of the need to develop awareness of how ICT can be used as an integral part of the processes and the management of teaching and learning, to enhance and enrich education and to add to its enjoyment.

Staff should be provided with the opportunities to become involved in staff development to further their own awareness of how ICT can improve their own professional development and ultimately their effectiveness as a classroom teacher.

Staff training should be available in the form of:

- Staff Development Days - Staff to be released from the classroom to attend In-Service courses;
- Directed Time: Planning should make time available during 'Directed Time' to train teachers and keep them up to date with the rapidly changing face of ICT.

ICT Devices and Home Use

The school should be aware that a high percentage of the pupils now have access to ICT devices, which in many cases have internet access.

When appropriate, pupils should have the opportunity to use their home ICT devices to complete homework. However, staff must always remain aware that not every child has access to a computer in their home environment.

ICT Equipment/Devices

All classrooms have access to:

- PCs/laptops, one for teacher and other for class usage;
- a data projector; and connected interactive whiteboard;
- laptops/desktops for timetabled class use in the resource area.

There are also 10 up to date iPads available, which are distributed evenly between classes. When a class would like to use them, all will be made available for that class.

Safe and Appropriate Use of ICT

Refer to: Killen Primary School's, 'e-Safety Policy' and 'Acceptable Use of Mobile Phones and Related Technologies'.

All ICT devices with internet connectivity used by the pupils are protected by C2K's filtering service. The children must use the C2K system when connecting to the internet in school.

Every member of staff and pupil has his/her own password and access rights for C2K systems/accounts. This provides fully filtered access to the internet for both staff and pupils – for details see 'e-Safety Policy'. Network administrators may review files and communication to maintain system integrity and ensure that users are using the system responsibly.

While privacy is respected and protected by password controls, users must not expect files stored on school ICT devices to be absolutely private. C2K monitor all school internet use.

Assessment, Recording and Reporting

It is the responsibility of each class teacher to ensure ICT tasks/activities are completed to allow the effective assessment of UICT in line with the UICT Levels of Progression. The school's ICT coordinator will support teachers in relation to the effective assessment of pupils' attainment.

Monitoring and Review

ICT forms part of the School Development Plan and is reviewed annually.

Monitoring of ICT provision is carried out by the school's ICT co-ordinator, and the Principal in the following ways:

- Informal discussion with staff and pupils;
- Observation of classroom displays;
- Classroom observations;
- Reviewing of pupil work;
- Monitoring of class ICT portfolios.

Internet Access, Health and Safety

Children will take regular breaks as appropriate when using ICT devices. All staff and pupils are expected to adhere to the school's e-Safety Policy.

Links with school Policies

- e-Safety Policy,
- the Acceptable Use of Mobile Phones and other related Technologies.

Conclusion

To ensure that it is up to date and in line with DENI recommendations the Board of Governors and staff will review this policy every two years or if appropriate more regularly in line with new guidelines/recommendations.