

St. Mary's Primary and Nursery School

ICT Policy

Using ICT across the Curriculum



2012-2013

St. Mary's ICT Policy is a statement of the beliefs, values and goals of our school. Staff work co-operatively in the context of using ICT in the day to day operation 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 Internet Policy and Code of Practice 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." (P.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 is not taught as a distinct subject, but is a tool to be used as appropriate throughout the curriculum.
- ❑ 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. There is a computer suite which is made up of PC's and laptops. Each class makes use of the computer suite on a timetabled basis. The timetable is agreed by all teaching staff at the beginning of each academic year. The Nursery are also included in this timetable and have two sessions in the ICT suite each week.

Each classroom has an interactive white board. There is also an interactive whiteboard in the library and computer suite which is used for lessons, presentations and in-service days. There is also a retractable screen in the hall with a projector fixed to the ceiling. The projector is protected by a safety cage. The retractable screen is used during class assemblies, by guest speakers and also during weekly PDMU assemblies.

The school has three digital cameras and are hoping to build on these through the Tesco for Schools Vouchers. These are stored in the P.1, 3 and 5 classrooms and are borrowed by teachers as and when needed. All teachers have agreed that they will remove their photographs from the camera and return it as soon as possible to leave it free for other teachers to borrow.

The school has a flip camera which is a digital video camera. This is stored in the P.7 classroom and is borrowed by teachers as and when needed. Teachers have also agreed to remove their videos and return it as soon as possible so that it is available for other teachers. A digital blue camera and a webcam with microphone are also stored in the P.7 room. These can be borrowed as and when needed.

Other Resources

Other ICT resources used by the school include:

- CD Players
- Recording devices
- Headphones, Junction Boxes
- Television
- DVD Player
- Calculators

- Telephone and Fax Machine
- Remote Control Devices
- Data Projectors
- Programmable Devices - Roamers / Bee-Bot/ Dizzy Trons
- Scanner
- Retractable screen

Organisation of Resources

- There is one networked PC 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. Colour and black and white printers are located in the computer suite. Teachers also have the option of printing to the colour photocopier from their classrooms.
- Additional PC's and laptops are located in the computer suite.
- Laptops are available for use on network, standalone classroom use and for home use. It has been agreed by all staff that school laptops can be taken home for planning and preparation of resources and planners but must be returned the following day so they are available for use in the computer suite.
- Teachers may connect laptops to network points within 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 variety of these ICT resources. The ICT co-ordinator and principal are keen to develop resources and plan for it annually in the action plan.

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, ANCO 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.
It is important that all children are engaged in the 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 or a data projector 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 Principal/SMT/ICT Co-ordinator consult 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 in ICT ensuring progression and continuity for children from P1-P7 has been drawn up and agreed by all staff.

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 in key stage groups 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:

Formative Assessment Methods - observing and questioning during classroom activities.

The child's ICT achievements are recorded by the teacher completing a check list of skills, knowledge and understanding.

Summative Assessment Methods - 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 CEEA's ICT Accreditation Scheme. The ICT co-ordinator and class teachers both help the children when they are completing their ICT Accreditation tasks. The work is collected electronically by CCEA during the month of May and results and certificates follow in June. We are delighted that in June 2012, both the P.4 and P.7 results were above the Northern Ireland average.

Teachers report to the next teacher by discussing progress, passing on samples of work and information regarding skills and levels. Teachers report to parents during parent interviews and also on the child's formal report at the end of the year where each child's competence and skills forms an important part of the written report.

Statutory Assessment of ICT will begin in September 2013.

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.

- 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. Texthelp are used to assist learning
- Where appropriate, teacher developed resources such as Clicker 5 word banks are used to assist learning

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.

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 at the beginning of each school year. Each class teacher uses this information sensitively to plan for children who have no or limited access at home. This information is also used to give children with no or limited ICT facilities at home first chance to participate in an after school ICT club. Provision is made for a target group of Primary 5 and 6 children to participate in an ICT computer club in term 2 in order to develop ICT skills beyond the normal school day.

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.

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

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

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. The ICT co-ordinator attends the teacher leader update run by NEELB annually and disseminates to the teaching staff via staff meetings.
- 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-Ordinator/Teacher Leader

- 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 liaise with SMT and principal in order 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

- 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.
- Implement the Code of Practice Agreement.

BECTA ICT Mark



St. Mary's Primary and Nursery School are delighted to have been awarded with the ICT Mark in June 2010. We worked as a whole staff through a document called the Self Review Framework. The **Self-review Framework (SRF)** is a structure for reviewing your school's use of ICT and its impact on school improvement. It helped us review our use of technology in a structured way, which in turn helped inform overall school improvement strategies and plans. Once the framework was completed, we applied to be assessed and were assessed in June 2010 by Mr David Shufflebottom who spent the day in St. Mary's talking to children, staff and parents and observing how ICT is alive in our school. He also spent time going through the ICT co-ordinators file, policies etc and also looked at each class teachers ICT file full of samples of children's work. Mr Shufflebottom wrote a most highly impressive report on his day at our school and we were recommended for the award. We formally celebrated achieving the ICT Mark in September 2010 with a celebration day with invited guests including parents, Board of Governors, NEELB representatives and Mr David Shufflebottom. Achieving the ICT Mark was the culmination of many years work and the benefits for the children, staff and school have been phenomenal.

As ICT resources increase and children and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness. The policy will be reviewed annually. This policy has been reviewed September 2012 and is due to be reviewed in September 2013. This policy should be read along with The Internet Policy and The Code of Practice Agreement.

