Using Information and Communications Technology Policy

We are a Rights Respecting School. The articles from the UNCRC are an integral part of our UICT Policy.

Article 19
You have the right to be protected from being hurt or badly treated.

Article 28
You have the right to education.

Rationale

St. Mary's Primary School and Nursery Unit recognise the potential of UICT across the curriculum and as such believe:

ICT;
- is a valued environment in our school.
- gives pupils opportunities to develop life skills.
- is used to promote the public image of the whole school.
- can meet the individual needs and abilities of each pupil.
- can motivate and enthuse pupils.
- can help pupils focus and concentrate.
- provides opportunities to enhance and enrich pupils' cross curricular learning experiences.
- can present information in new ways, helping pupils to understand, assimilate and use it more readily.
- encourages the professional development of staff by enhancing their teaching, management and administrative skills.

St. Mary's Primary School and Nursery Unit UICT Vision

St. Mary's Primary School and Nursery Unit believes in the holistic development of the child to his/her potential. It will provide a broad, balanced and differentiated curriculum.

At St. Mary's, our vision is to create motivated 'life-long' learners through the use of ICT to enhance and extend learning and teaching across the whole curriculum. As ICT is continually developing and new technologies are emerging, we as a school will strive to give all pupils the skills to prepare them for a future in which ICT is an integral part of society.

Our vision encompasses the following aims:
- ICT will be embedded into every day school life by enabling pupils to explore, express, exchange, evaluate and exhibit their work.
- To provide opportunities to enable all our staff and pupils to be confident, competent and independent users of ICT.
- To provide an environment where access to ICT resources is natural and commonplace.
- To 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 begin to use ICT to develop an online community, sharing ideas and resources between pupils, staff, parents, Board of Governors, other schools and the wider community.

Introduction

Information and Communications Technology (ICT) is changing the lives of everyone. ICT is a generic term used to denote the convergence of computers, video and telecommunications, as seen in the use of multi-media computers, mobile phones, gaming consoles etc.

We aim to enable our pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

St. Mary's, meets the requirements set out within the Northern Ireland Curriculum and develops the use of the 5Es within the tasks already being carried out;

Explore – is about looking for finding, choosing and using information as well as using digital tools to investigate and solve problems. Pupils move from having resources provided for them to being more independent and discriminate users of ICT. This 'E' often forms the first part of work in which a pupil engages in.

Express - is about pupils being creative, developing and presenting their ideas using text, sound, music and still or moving images. It ranges from simple text, sound or pictures to the production of a multimedia product.

Exchange - is about pupils collaborating with others online to share and develop their ideas. This can include sending an e-mail, participating in a video-conference, contributing to an online course or using collaborative online tools e.g. Using O365 Teams and See Saw. Activities with a strong **Exchange** focus can make a valuable contribution to the richness of pupils' experiences of **Explore** and **Express**.

Evaluate - is about pupils reflecting on their process and outcome, thinking about how they carried out the task and how they might improve upon what they did. Tasks with a strong problem solving focus can ensure more explicit coverage of this 'E'.

Exhibit - is about pupils managing and showcasing their work digitally. It ranges from pupils printing and saving their work to organising and maintaining digital personalised areas.

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

Resource Provision and Organisation

Resource Provision

The school has a c2k networked computer suite as well as networked laptops in each classroom and the library. The complete ICT system both in classrooms and the computer suite, collectively, consist of 12 PC's, 15 laptops, 2 networked printers provided by the c2k Managed Service.

Each classroom has a class laptop, an Interactive whiteboard, access to the internet and 5 iPads. Each class teacher has a teacher iPad. We encourage the sharing of iPads from class to class in order to maximise their use and facilitate as many pupils as possible, especially between 2pm -3pm when P.1 and P.2 are home at 2pm.

Each class has also access to
- Beebots and mats

- Camcorder
- Black and white networked printer
- Colour networked printer
- Apple TV
- Canon Powershot Camera

Organisation of Resources

- Due to COVID 19, the PC's and laptops are divided around the classes so that children have maximum use of ICT equipment.
- There is 1 networked c2K PC and a number of laptops in each class which provides connection to the Internet.
- All c2K PCs provide a software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from P1-P7
- The networked black and white and coloured printers are located in the computer suite but teachers can print to these from their classrooms.
- Each teacher has a new updated iPad Air 2..
- Teachers may connect laptops to network points in order to carry out curriculum research, planning etc.
- Certain resources, example, some software is centrally stored and may be obtained from ICT co-ordinator.

Planning

Work is planned half termly using the school ICT scheme of work. The scheme is based on the NI Curriculum and follows the Levels of Progression in the Using ICT Assessment Guidance.

Each class plans opportunities for pupils to experience the breadth of ICT (coverage of all the 5E's) and also a range of activities as part of cross curricular ICT in the form of the new seven desirable features published from CCEA in September 2019 including:

- Computational Thinking and Coding
- Digital Art and Design
- Digital Audio
- Digital Storytelling: Film and Animation
- Digital Storytelling: Presenting
- Digital Storytelling: Publishing
- Managing Data

Learning intentions are set and met through the delivery of lessons. Common tasks are set that are open-ended and can have a variety of responses. We aim to provide suitable learning opportunities for all the children by planning to match the challenge of the task to the ability and experience of the child.

Teaching

While ICT skills may be taught in separate lessons, on the whole it is taught as a tool to be used as appropriate throughout the curriculum. Teaching focuses on the development of the skills, knowledge and concepts, using strategies that support different learning styles. The infusion of thinking skills and Personal capabilities is incorporated. Staff will use the IWB in the computer suite or in the classroom to demonstrate the skills.

The school has an agreed ICT scheme which focuses on the progression of teaching of skills. Staff and pupils make good use of the wide range of resources in school.

Suitable learning opportunities for all children will be provided by matching the challenge of the task to the ability and experience of the child. St. Mary's Primary School and Nursery Unit sees ICT as an entitlement for all children and all pupils will be given equal access. It will not be used as a reward or for punishment.

ICT Competences

At St. Mary's Primary School and Nursery Unit we endeavour to help our pupils to develop competence in the use of ICT.

ICT competence is concerned with:

- *Learning about ICT* – developing the knowledge and skills required to use ICT effectively and to apply these in a range of contexts.

- *Learning through ICT* – developing the skills required to access and use information from a range of electronic sources, interpret it and use it effectively.

- *Learning with ICT* – applying the skills in their own learning either at school, at home or in the community.

Pupils accessing the World Wide Web

For all information related to this, please see St. Mary's Primary School and Nursery Unit e-Safety Policy, Pupil and Parent e-Safety Code of Conduct Agreement, Parental Declaration of Consent Forms, Mobile Digital Devices Policy and Staff ICT Code of Safe Practice.

ICT and the Northern Ireland Curriculum

Literacy for example:

- ICT is a major contributor to the teaching of Literacy
- Children learn how to draft, edit and revise text.
- Children can create, develop present and publish ideas and opinions visually or orally.
- They learn how to improve the presentation of their work by using desk-top publishing and presentational software.
- Accelerated Reading
- Use of Immersive Reader as an assisted technology aid.

Numeracy for example:
- Many ICT activities build upon the mathematical skills of the children.
- Children use ICT in Numeracy to collect data, make predictions, analyse results, and present information graphically.
- They can explore mathematical models e.g. use of Bee Bots, and spreadsheets.

Personal Development and Mutual Understanding (PDMU) for example:
ICT makes a contribution to the teaching of PDMU as children learn to work together in a collaborative manner.
- They develop a sense of global citizenship by using the Internet.
- Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT as exemplified through the use of LNI.

- They also gain a knowledge and understanding of the interdependence of people around the world.

Creative and Expressive for example:
ICT offers children the freedom to express their own ideas creatively and to experience the designs of others.
- Children will have the opportunity to develop their creativity through a range of network software and digital technology.
- They can explore the Internet to gain access to a wealth of images and information about world famous pieces.

World around Us for example:
ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.
- Video clips from bbc iplayer.
- Various apps e.g. bridges, Victorians etc

Equal Opportunities

The Northern Ireland Curriculum states that
"All pupils, regardless of race, class or gender, should have the opportunity to develop ICT capability."

In St. Mary'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 disability. It is our policy to ensure this by:

-Giving all children access to ICT equipment.
-Ensuring equal access to computer suite through a timetable and fairness of distribution of resources.
-Providing curriculum materials and software which are in no way class, gender or racially prejudiced or biased.
-Continually evaluating ways in which parents can be supported in developing their knowledge of the curriculum requirements for UICT and how they can support their children at home.

Inclusion
We recognise that ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and/or children with English as an additional language. ICT can be used to cater for the variety of learning styles within a class.

Using ICT can:
-increase access to the curriculum, for example, use of assisted technologies
-raise levels of motivation and self-esteem.
-improve the accuracy and presentation of work.
-Address individual needs.

Progression, Monitoring, Assessing and Evaluating

Progression
- All children develop and learn at their own pace.

- Progression is assured through using the school ICT scheme which provides a range of increasingly challenging skills and activities covering all areas of ICT and embedded in the Northern Ireland Curriculum.
- In Foundation Stage –tasks developed within existing curricular areas measured against list of competences.
- In Key Stage 1 and Key Stage 2 – tasks from the CEA Exemplification Task Library or Teacher Created Tasks (thematically linked) are completed appropriately throughout the year groups which are again are measured against list of ICT competences and the 5 E's.

Monitoring
- Evidence covering all areas of ICT are gathered within each pupil's folder, which is organised into class folders as they progress from class to class.
- It is currently the responsibility of the ICT co-ordinator to monitor the standard and progress made by each pupil by gathering appropriate evidence termly during each school year. This is in preparation for the statutory assessment of Using ICT by every teacher from P3-P7.
- Principal will ensure that ICT is incorporated into the School Development Plan and an annual Action Plan is drawn up, shared with all stakeholders and implemented.
- Staff will ensure that the ICT opportunities provided for the pupils meet the aims of the ICT policy
- Staff will employ a range of strategies such as observation, questioning and sampling pupils' work.

Assessment of and for Learning
Learning progress will be assessed and discussed regularly through self, peer and teacher assessment. Staff build effectively on the children's previous knowledge and experience through ongoing monitoring and evaluation. Staff complete ICT evaluations in their half termly planner which highlight successes, the quality and extent of the learning and identifies areas to be revisited or further developed. Teachers will also complete the pupil ICT competence skills checklist bi-annually.

Classroom achievement may be achieved by any of the following:
-formal assessment tasks
-teacher observation whilst children are engaged, to assess if particular skills are being used.
-Comments to a group or individual to extend, limit or change direction of the given task.
-Self and Peer Evaluation
-Effective use of plenary time

Evaluating
- Evidence gathered each year is summarised within UICT co-ordinator's file.
- Staff evaluate sample of work for Internal Moderation purposes once per term.
- ICT and e-Safety co-ordinator evaluates scheme annually and amends in light of new recommendations from DENI, CCEA and also the emergence of new technologies.

Special Educational Needs

The schools SEN policy applies to all areas of ICT. Differentiation may be met through any of the following methods: planned groupings, level of support and time allowed, level of questioning, the task, method of assessment, outcome, pace of work or program used. Pupils who have a gift for ICT will be suitably challenged.

Homework
Pupils with access to computers will be encouraged to use ICT to enhance their homework. Use of ICT at home is encouraged through projects, researching class topics and presentations. Children are also encouraged to access and make use of the school website which include links to e-Safety resources and is regularly updated – www.stmaryspsbellaghy.co.uk

Marking
As with all other subjects, teachers respond positively when viewing pupil's work. Many of the programmes have marking features built into them. Suggestions for further developing UICT skills will be given as well as opportunities for self and peer evaluating.

Time Allocation
A fair timetable to ensure all classes have fair opportunities to avail of the computer suite is drawn up each September. Each class will be timetabled for two slots in the computer suite. Classes also have the opportunity to use iPads in their classes during other curricular subjects and are encouraged to share the iPads from other classes, particularly after 2pm when primary one and two are away home.

Safety
In all classrooms, consideration is given to health and safety in the location and positioning of equipment. The following issues are given careful consideration:

Position and Posture
-Children should be seated correctly at the computer, sitting upright on a chair which gives back support. Their arms should be roughly horizontal when using the keyboard.
-The pupil's body should be facing forward and not twisted sideways.
-The child's feet should reach the floor. A footstool may be used where necessary.
-Children sharing a computer should be encouraged to make sure that everyone in the group can see without straining.
-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 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.
-There should be space on the computer table for the keyboard in front of the monitor.
-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 adaptors 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 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 minimal screen flicker where an individual child may be at risk.
General electrical safety checks are carried out annually by an electrical safety officer on all electrical items. These will be labelled fit for purpose. Any not fit for purpose will be fixed or discarded.

Leadership and Management

The co-ordinator will be responsible for:
- Evaluating the effectiveness and fitness for purpose of the school's provision.
- Producing, implementing, monitoring, evaluating and reviewing an annual Action plan for ICT.
- Planning, developing and leading CPD for all members of staff.
- Auditing, ordering and organising resources to support learning.
- Seeking advice and training to keep upskilled.
- Organise and manage Digital Leaders group
- Updating staff on c2k developments and assessment of ICT across the curriculum
- Providing support and advice to staff, including advising staff of programmes on ESAGStv

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

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 – 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 for involvement in ICT-based projects within and beyond the school
- Participation in online learning and collaboration with other school's where possible.

Home/School Links
Staff liaise with parents in order that the home can support the learning process. Parents are invited to attend a meeting in the autumn term to discuss their child's progress. A written report is issued in the summer term and includes a comment on ICT skills achieved and a focus for development. The school will provide parents with websites and apps to help reinforce pupil learning.

The school has its own website – www.stmaryspsbellaghy.co.uk, which is updated regularly and provides parents information about school.

School also takes an active role in helping parents support their child with learning about e-Safety. e-Safety information is easy accessible on the school website and is available both in pupil and parent friendly formats. Parents also receive information and literature, particularly during Internet Safety week about social media, apps and ways of how children can keep safe online.

Parents are invited into their child's class assembly and our annual Curriculum open mornings where they are able to see ICT alive and in practice.

This year we hope to introduce the use of the app 'Seesaw' as a means of communication with parents.

Other examples of ICT use within St. Mary's Primary School and Nursery Unit include;

- SIMS
- Assessment manager- collecting data, tracking progress,
- Pupil profile
- Excel- questionnaires, analysis of in house test scores, target setting
- Monitor attendance/ punctuality
- Staff communication - e mail/Teams
- Computer Based Assessments (CBAs)
- Monthly planners.
- Individual Education Plans for SEN pupils.
- Computer texting service to communicate with all parents and carers.
- School website

COVID 19

Due to COVID 19 guidance from DE, the Computer Suite in school is not being used as classes are staying in their own zones and not entering other zones. As a result, the lap tops have been shared around the classrooms so that they can be connected to a live port meaning children will have extra ICT facilities in their class. Whilst St. Mary's recognises this does not in any way replace the teaching and learning of ICT skills in the computer suite it is helpful to have more ICT access in the classrooms.

Classes are encouraged to give children the opportunity to log into My School, using both the laptops and the iPads. Children are also encouraged to continue to use familiar programmes such as the O365 package and apps on the iPads, for example, Comic Life, Explain Everything, Book Creator, Key Note as well as for the embedding of literacy and numeracy skills.

eSafety will continue to be an area that is promoted at all opportunities in all classrooms.

The ICT co-ordinator will strive to support staff as much as possible for ideas and ways they can continue to teach as many ICT skills from the Scheme of Work taking into consideration the limited access.

Policy Review

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

Policy to be updated September 2021 (or sooner if new guidance)