



# **Glenwood Primary School 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 (ICT) prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

## **Aims of ICT**

### **Using ICT in Learning & Teaching:**

- To enable pupils to become autonomous, independent users of ICT, gaining confidence and enjoyment from their ICT activities.
- To extend and enhance learning across all areas of the curriculum.
- To develop pupil and teaching staff use and understanding of MY-SCHOOL.
- To encourage pupils to select and use ICT appropriate to the task.
- To develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- To give children access to a variety of sources of information.
- To ensure teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching.
- To enable pupils to develop the skills of using ICT safely and responsibly in a safe learning environment.

### **Using ICT in Management**

- To develop a whole school approach to ICT ensuring continuity and progression in all strands of the Northern Ireland Curriculum.
- To use ICT as a tool to support teaching, learning and management across the curriculum.
- To engage with parents to help facilitate their input to supporting their children's learning.
- To support communication with parents and the wider school community.
- To encourage sharing of resources and good practice through ICT.
- To increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.

## **Rationale**

### **What our pupils gain from ICT**

- ICT can enhance and enrich pupils' learning across the curriculum.
- ICT provides a vehicle for the development of pupils' creativity.
- ICT can motivate and enthuse pupils.
- In today's information society, pupils need to develop ICT skills in order to access relevant information.
- ICT offers potential for effective group work and collaborative learning.
- ICT supports different types of learners – audio, visual and kinaesthetic.

### **Strategies for use of ICT**

- Since the focus of the Northern Ireland Curriculum is now on 'Using' ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum.
- ICT is planned and delivered as an integral part of each curriculum area to support and enrich children's learning.
- All pupils are given equal access opportunities through management of ICT resources.
- Use of ICT at home will continue to be encouraged through projects, homework and the use of Purple Mash and Espresso Education- online teaching & learning resource, which can be accessed through a home computer system, iPad, portable device or at the local library.

## **Access**

ICT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment. Glenwood Primary School is well equipped with networked laptops and PCs in each class and 16 networked PCs and 1 networked laptop in the computer suite & a cluster area outside P2/P3. All teaching staff have been given a Microsoft Surface Pro 7 Plus device to facilitate high quality teaching and learning.

### **Pupil Access**

All children have a unique username and password. P1 and P2 are given simplified logins. 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. Children in each classroom have access to printing facilities.

### **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 interactive whiteboard, iPad, digital camera, etc. to facilitate a variety of teaching approaches.

**Every class has access to:**

- a class PC
- a laptop
- iPads (minimum x10 per room)
- an Interactive Whiteboard
- Microsoft Surface Pro 7 Plus
- Bee-Bot (x10 shared)
- Green Screen (x3)
- Interactive whiteboard

**Classroom Management of ICT Resources**

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

- Individual work
- Group activities
- Whole class activities

Children may share in a computer-led activity where an interactive whiteboard is used.

ICT through the networked system in the ICT suite is time-tabled for P2 –P7 classes to use for a minimum of one lesson a week.

All equipment, serial numbers and location are audited regularly.

**Inclusion**

Glenwood Primary School's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory disability.

For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the SENCo we will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access. SENCo will liaise with peripatetic support teachers for children who have sensory or visual impairment. Concessionary arrangements are employed during assessment testing. Special Needs teachers have access to a networked PC, laptops and iPads as well as an interactive whiteboard to support his/her everyday teaching and learning strategies.

**Internet**

The school has internet access in every classroom. Any use of the Internet will be strictly in accordance with the school's Acceptable Use Policy, which has been communicated to staff, pupils, governors and parents. Annual permission is sought from parents for internet use.

**ICT and the Northern Ireland Curriculum**

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.

Using Information and Communications Technology is one of three cross curricular skills:

- Communication
- Using Mathematics
- Using Information and Communications Technology

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills 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.

### **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.

## **Using ICT skills across the curriculum**

### **Literacy**

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 desktop publishing and presentational software.
- Explain ideas and offer perspective using Green Screen.

### **Numeracy**

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, Pro-bots and understand the concept of Coding through sprites in Scratch.
- Many interactive whiteboard activities are used to enhance the teaching of numeracy throughout the school.

### **Personal Development and Mutual Understanding (PDMU) and Citizenship**

ICT makes a contribution to the teaching of PDMU and citizenship 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.
- They also gain a knowledge and understanding of the interdependence of people around the world.
- Understand how to be responsible citizens in the digital world with a specific focus during Internet Safety Week (annually).

### **Creative and Expressive**

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**

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.

## **Planning, Progression Monitoring and Evaluation**

### **Planning**

- Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the five 'E's – Explore, Express, Exchange, Evaluate and Exhibit.
- All pupils have opportunities to develop a wide range of skills and competencies commensurate with their age and abilities as they progress through the school from P1 to P7.

- Priorities for ICT development will be identified in the School Development Plan year on year.
- All staff are involved in creating schemes of work in ICT which display progression and continuity for children from year 1 to year 7.
- Understanding and integrating different 'types' of ICT into our planning ensures that our pupils are experiencing a breadth of experiences in ICT.

### **Progression**

- All children develop and learn at their own pace.
- Staff are currently working towards developing suitable lines of progression for a range of desirable features.
- These will cover all areas of ICT and be embedded in the Northern Ireland Curriculum.
- Tasks are developed in each year group within existing curricular areas, drawing upon CEA UICT Tasks.

### **Monitoring**

- Monitoring ICT will enable the ICT coordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process, identifying areas of strength as well as those for development.
- Evidence, in the form of children's work, covering all areas of ICT is stored within each pupil's folder. Two samples of pupil work will also be saved in the ICT assessment folder.
- It is the responsibility of the ICT co-ordinator to monitor the standard and progress made by each pupil by gathering appropriate evidence during each school year. This is in preparation for the statutory assessment of Using ICT by every teacher from P3-P7.

### **Assessment**

- ICT is assessed both formatively and summatively using the Skills Assessment at the end of each year.
- Formative assessment occurs on a lesson by lesson basis based on the lesson objectives and outcomes. These are conducted informally by the class teacher and are used to inform future planning.
- Electronic portfolios of pupils' work are saved in the ICT Assessment folder.
- Staff hold moderation meetings, using the summative assessments to assign levels to pupils work at the end of each key stage.

### **Evaluating**

- Teachers routinely evaluate their use of ICT in learning and teaching and the impact on pupil outcomes.
- Teachers maintain records of pupils' ICT capability year on year showing evidence of progress in the five 'E's.
- Children complete self-assessment records at the end of each task, where appropriate (level 3 and above).

### **School Development Plan**

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an

annual basis, taking into account developments in technology and outcomes of monitoring and evaluation procedures.

### **Staff Development**

We recognise the need for the on-going development of ICT capability to reflect the constantly changing nature of technology. We have a culture of continuing professional development of staff. This will be provided in accordance with the school development plan and based on audits of identified need as well as developments in technology. Where necessary we will enlist the support of external training facilitators.

### **Roles & Responsibilities**

#### **Senior Management**

The overall responsibility for the use of ICT rests with the senior management of the school. The Principal, in consultation with staff:

- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;
- ensures that there is an ICT policy, and identifies an ICT co-ordinator.

#### **ICT Co-ordinators**

There are two designated ICT Co-ordinators to oversee the planning and delivery of ICT within the school.

The role of the ICT Coordinator may include the following:

- 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 principal in order to set priorities and targets to improve ICT provision and include on the School Development Plan
- 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

#### **The Subject Co-ordinator**

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT.

- Subject co-ordinators should identify where ICT should be used in their subject schemes of work.



- This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of other curriculum subjects.
- Subject co-ordinators work in partnership with the ICT co-ordinator to ensure all Northern Ireland Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

### **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 and have these clearly displayed in the classroom
- Implement the e-Safety Policy

### **Internet Safety**

The school has internet access in every classroom and in shared areas. Any use of the Internet will be strictly in accordance with the school's Internet Acceptable Use Policy, which has been communicated to and agreed by staff, pupils, governors and parents.

- Internet access is planned to enrich and extend learning activities.
- Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.
- All staff should under no circumstances give out their username and password to anyone else. Staff should log off when finished using a machine.
- Whilst Glenwood Primary School acknowledges that we will endeavour to safeguard against all risks we may never be able to completely eliminate them.
- All computers in school are linked to internet via the C2k network which has an Internet & E-mail filtering service and all teachers are encouraged to use the child-friendly search engine 'squiggle'.
- All iPads are connected to C2K Network filtering service.