

St Malachy's Primary School Ballymoyer



UICT Policy

Using ICT across the Curriculum

Policy Ratified: *March 2023*

Review Date: *March 2025*

Signed by Principal: *Justin Toner*

Chair of Governors: *Pat O' Hanlon*

Information and Communications Technology (ICT)

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.” (NICCEA Curriculum)

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

It is our belief in St. Malachy’s P.S. that Information and Communications Technology 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. 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 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. Children 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.



The “Five Es”

Across the curriculum, at a level appropriate to their ability, pupils are given opportunity to 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.



ICT Resources

The ability to use ICT is a vital skill in modern society. ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers & Laptops
- iPads / apps
- Internet and E-mail
- CD Players/iPods
- Recording devices: Speaking microphones
- Headphones & Junction Boxes
- DVD Players
- Calculators
- Cameras – including digital video cameras & web cam
- Telephones
- Remote Control Devices
- Programmable Toys – Bee-Bot/Pro-Bot
- Interactive Whiteboard
- Data Projectors

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



Rationale

In this age of information technology we believe children derive many benefits from a balanced ICT Curriculum.

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum;
- it can present information in new ways, which help pupils to understand, assimilate and use it more readily;
- it gives pupils access to immediate and up-to-date sources of information;
- it can motivate and enthuse pupils;
- it has the flexibility to allow pupils to work at their own pace;
- ICT offers potential for effective individual/group/whole class work;
- It gives pupils opportunities to develop skills for life;
- ICT encourages learners in research based, flexible and effective forms of learning that will contribute to lifelong learning.

Aims

We aim:

- 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 use ICT to enhance and enrich children's learning and add to its enjoyment
- To provide access to electronic sources of information and interactive learning resources
- To enable children and teachers to have access to immediate and up-to-date sources of information
- To develop children's independent learning skills using ICT across the curriculum
- To develop information handling and research skills

Resources

The school has a networked ICT system consisting of over 20 PCs and laptops, 1 imac Computer, 2 photocopier printer / scanners, and 22 ipad/ipad minis. All are managed by the C2k Filtering Service and supported by Capita. Each classroom has an Interactive whiteboard.

Organisation of Resources

- There are networked PCs and laptops located in each classroom
- 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 b/w photocopier is located centrally;
- Laptops and ipads are available for use on network;
- Each teacher has a designated laptop and ipad.

Access

Pupil Access

- Through C2K computers and laptops all pupils have access to software packages appropriate to their learning needs
- Through C2K computers all children have access to the internet with parental consent.
- Through the network, children in each classroom have access to both colour and b/w printing facilities
- Children may have access to additional laptops and iPads.
- Children use ICT resources under the guidance of the teacher, SENCO or classroom assistant
- The use of the internet is always a supervised activity.

Teacher Access

- All teachers have access to the C2K system;
- Through the C2K filtered service, all teachers have access to software 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, iPad or 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
- Paired activities
- Group activities
- Whole class activities:

Children may share in a computer-led activity where an interactive whiteboard or a data projector is used. ipads/laptops may be shared between classes as and when needed. Teachers pre-book laptops/ipads using a rota in the main office.

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.

Planning, Monitoring and Evaluation

Whole-School Level

- An ICT Action Plan is drawn up annually by the ICT Co-ordinator and reviewed as appropriate;
- ICT experiences will ensure progression and continuity for children from P1-P7.
- Our school participates in the CCEA ICT Accreditation Scheme for Key Stage 1 and Key Stage 2.
- The ICT coordinator will oversee the planned teaching of ICT throughout the curriculum.

Class Level

- ICT is embedded into teachers' fortnightly plans;
- Teachers will aim to infuse ICT skills / experiences into their plans and lessons;
- Teachers will share knowledge, skills at weekly staff meetings;
- Opportunities will be provided for teachers and support staff to develop their expertise, as this in turn will ensure that pupils have access to good teaching.

Assessment, Recording and Reporting

Children's use of ICT is assessed by the classroom teacher using the following approaches.

- Formative assessment methods - observing and recording during classroom activities
- Summative assessment methods - by collecting samples of children's work using ICT across the 5E's (using CCEA Assessment Tasks or versions of).

Teachers will report on a child's progress:

- By discussing progress with parents at meetings
- By ensuring samples of pupil's work is stored electronically
- By passing on information regarding skills/levels.
- Through a formal comment regarding ICT competence on the child's annual written report

Provision for Pupils with Special Educational Needs

It is important to recognize the potential of ICT to help address children's individual learning needs. ICT is used to enhance the learning experiences of children with learning support within the school.

- Where appropriate specialist hardware equipment, such as enlarged text on screen, enlarged mouse and keyboard etc. will be made available to meet a child's needs
- Where appropriate, specific software programmes are used e.g. Read and Write Gold, Dragon Dictation, Nessy, Lexia, Word/Number Shark Programmes are used to assist learning.

Teachers will familiarize themselves with the variety of graded levels within frequently used software in order to provide differentiation and cater for children with special educational needs within their classrooms.

Where children with special educational needs are working with the Learning Support teacher they will have access to appropriate ICT resources including iPads.

Equality of Access

All children will have equality of access to the use of ICT across the curriculum. It is important that children who do not have ICT resources at home should not be disadvantaged. To seek to facilitate this, provision may be made to permit the use of computers beyond normal school hours whether through computer clubs or time set aside within the school day.

Health and Safety

The school has rules for safe use of the computer – devised and discussed with children and displayed in room. Child are reminded of these at the start of each academic year and sign an agreement to state that they will use ICT and internet safely.

In all classrooms consideration is given to health and safety in the location and positioning of equipment. 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/worktop should be of a height appropriate to the size of the child (lower benching in KS1)
- 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

- Damaged plugs or leads will be replaced.
- Safe headphones will be used
- Computer ventilation grids / fans 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

An increasing number of children have access to computers in the home or through their out-of-school activities. 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 started in school
- To carry out or present a homework task

As indicated in our approach to equality of access, children who do not have ICT resources at home should not be disadvantaged. To seek to facilitate this, provision may be made to permit the use of computers beyond normal school hours whether through computer clubs or time set aside within the school day.

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:

- Providing opportunities for staff to attend training 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

The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator includes 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 the principal and teachers to agree priorities and set targets to improve ICT provision
- 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

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
- Implement the Internet Safety Policy

This policy will be reviewed and updated every 2 years.