ICT Policy

Updated March 2017

As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).

ARTICLE 29: Education must develop every child's personalities, talents and abilities to the full. It must encourage the child's respect for Human Rights as well as respect for their parents, their own and other cultures and the environment.

ARTICLE 16: Every child has the right to privacy. The law should protect the child's private, family and home life.

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, smart phones, gaming consoles, tablets etc.

Our Lady Queen of Peace Primary School will meet the requirements as set out within the Northern Ireland Curriculum (2007) and develop the use of the 5E's within the tasks already being carried out
      Explore   Express   Exchange   Evaluate   Exhibit

Our vision is for all staff and learners 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 as powerful tools for teaching and learning.

➢ I.C.T resources, when used effectively, can bring significant changes to the nature and quality of teaching and learning.

➢ I.C.T can promote, support, enhance and enrich the curriculum in a unique way. It can contribute to all subjects and supports the development of skills such as Literacy and Numeracy, communication, problem solving, information handling, social and interpersonal skills and independent learning skills.

➢ I.C.T is a significant medium of communication and dominant means of accessing, managing and transmitting information. It affects all aspects of life and work. The effective use of I.C.T also prepares pupils for living and working in an increasingly information rich society.

ICT in our school is reviewed annually.

Why should our pupils use ICT?

1. Information and Communications Technology, across the curriculum, has the potential to transform and enrich pupils' learning experiences and environments.

2. It can empower pupils, develop self-esteem and promote positive attitudes to learning.

3. 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.

4. Using ICT describes the ability to handle and communicate information, solve problems and pose questions through the use of information and communication technologies in a variety of contexts across the curriculum.

5. It includes collaboration within and beyond the classroom; allowing pupils the opportunities to share and exchange work; and exhibit and showcase their learning.

6. ICT enables pupils to undertake activities which would be difficult to pursue in another way.

7. ICT can motivate and enthuse pupils.

8. In the information society in which we live, pupils need to develop ICT skills in order to access relevant information.

9. ICT gives pupils immediate access to richer source materials.

10. ICT has the flexibility to meet the individual needs and abilities of each pupil catering for both weak and high achievers.

11. ICT offers potential for effective group work and collaborative learning.

12. ICT supports different types of learners: audio, visual and kinaesthetic.

13. ICT Coding Club will create an environment for thinking skills and problem solving. It combines mathematics, logic and algorithms, and

teaches you a new way to think about the world. Software is the language of our modern world.

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
- It is a cross curricular skill where emphasis is placed on transferring, applying and 'using' skills effectively, throughout the curriculum
- ICT should be integrated into each learning area to support and enrich children's learning.
- All pupils are given equal access
- ICT is an entitlement for all pupil- it neither should nor be perceived as a punishment or reward.
- Common tasks are set that are open-ended and can have a variety of responses
- We Provide suitable learning opportunities 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 homeworks which can be researched though a home computer system or at the local library
- Children will continue to be encouraged to access and make use of the school website.

ICT Competences

In Our Lady Queen of Peace 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.

Aims

Our aims in teaching ICT are to:

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

Explore

Pupils should be enabled to:

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Exchange

Pupils should be enabled to

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

<u>Exhibit</u>

Pupils should be enabled to:

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

<u>Teaching and learning style</u>

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. At times we do give children direct instruction on how to use hardware or software in 'skills' lessons but we often use ICT capabilities to support teaching across the curriculum. So, for example, children might research a history topic, or they might investigate a particular issue on the Internet. Children who are learning science might use the computer to model a problem or to analyse data. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about etc.

<u>ICT and the Northern Ireland Curriculum</u>

- <u>Literacy</u>
ICT is a major contributor to the teaching of Literacy
    o Through the development of keyboard skills
    o Children learn how to draft, edit and revise text
    o They learn how to improve the presentation of their work by using desk-top publishing and presentational software.
    o iBooks are used during some shared reading sessions
    o Children use C2K Newsdesk to communicate online.

- <u>Numeracy</u>
    Many ICT activities build upon the mathematical skills of the children.

- o Children use ICT in Numeracy to collect data, make predictions, analyse results, and present information graphically.
  - o They also acquire measuring techniques involving positive and negative numbers, and including decimal places.
  - o They can explore mathematical models e.g. use of BeeBots and spreadsheets

- • Personal Development and Mutual Understanding and Citizenship
  ICT makes a contribution to the teaching of PDMU and citizenship as children learn to work together in a collaborative manner.
  - o They develop a sense of global citizenship by using the Internet.
  - o Through the discussion of moral issues related to electronic communication, children develop a view about the use and misuse of ICT
  - o They also gain a knowledge and understanding of the interdependence of people around the world.

Inclusion
We recognise that ICT offers particular opportunities for pupils with special educational needs and gifted children. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can;
➢ increase access to the curriculum

➢ raise levels of motivation and self esteem

➢ improve the accuracy and presentation of work

➢ address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individuals or groups of children (see also the SEN Policy).

Assessment

A summary sheet is used to record details of the ICT skills completed. We have built upon this process by developing and maintaining electronic portfolios of pupils' work.

Each pupil's progress will be carefully monitored and assessed as follows:

➢ Teachers' observations.

➢ Individual pupil e-portfolios. *ICT work will be saved into pupil 'My Documents' area on the network. This area will be kept for the entire time that they spend at this school.*

➢ Examples of children's work will be displayed around the school and on the school website where possible.

➢ Analysis of each child's performance in each of the ICT skills for their year

➢ Performance in completion of termly CEA tasks.

The ICT subject leader regularly discusses the ICT situation with the principal and provides an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Reporting to parents is achieved through parent consultation meetings, which take place throughout the year. An annual report, within each child's school report, will focus upon attitudes of the child to their ICT skills and competence in a variety of applications.

Progression, Monitoring, Assessing and Evaluating

Foundation stage teachers make use of CEA descriptors 'Developmental Stages in Learning for Foundation Stage Using ICT Continuum'.

Progression
- All children develop and learn at their own pace
- Progression is assured through a range of increasingly challenging activities covering all areas of ICT and imbedded in the Northern Ireland Curriculum
- A list of skills to be developed are in place for each class P1-7(these were to be reviewed in 2015/2016 to correspond with the 5 E's)
- In nursery class the children have opportunites to use a range of ICT resources

Monitoring
- Evidence covering all areas of ICT are garnered within each of the class folders
- 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
- The ICT co-ordinator monitors ICT in half term planners
- ICT co-ordinator monitors use of ICT tasks and skills through discussions with teachers, analysis of evidence provided (P1-7), CEA task completed and observation of ICT work displayed around the school.

Assessing
- Evidence gathered each year is assessed by the ICT Co-ordinator
- Pupils ICT Skills sheets include an element of self-assessment
- Each child, P3 -7, completes 1 CEA task per term.

Evaluating

- Teachers include the evaluation of ICT activities in half term evaluations
- Teachers evaluate the ICT skills taught at the end of each school year
- The ICT co-ordinator analyses these evaluations and uses them to plan for the next school year.

Deployment of Resources

Our Lady Queen of Peace Primary School is well equipped with 2 networked PC's in each class, shared laptops in outside areas, 7 portable laptops and 15 networked PC's in the computer suite and 8 Meru systems. Each class is also equipped with an interactive whiteboard and sound system.

The use of laptops in the Computer Suite is timetabled for every class to use throughout the week.

Portable laptops are used in a booking system.

Teachers and children also have access to
- Colour and black printers/copiers
- digital cameras
- a data projector
- 6 bee-bots & 1 pro-bot
- 2 Roamer
- 4 x ipads per class
- 2 Sphero

The Nursery school is equipped with :
1 desktop computer
1 laptop with wifi access
2 ipads
1 printer/scanner
1 photocopier

See inventory for a comprehensive list of equipment

Health and Safety

- Sitting

- Top of the screen close to eye level

- Screen positioned to avoid glare

- Feet flat on the floor

- Shoulders and neck relaxed

- Forearms level with desk

- Lower back supported

- Upper leg horizontal

- Give yourself room – avoid a cluttered work area. Spread out keyboard, mouse and printer etc.

- Make sure that the top of the monitor is at eye level. The screen should be between 50-70cms from the user.

- Reduce reflection by swivelling and tilting the monitor from direct sunlight. Regularly clean your screen. Adjust contrast and brightness.

- Eyestrain – avoid long periods on the computer (1 hour maximum). Advise children to take short breaks during a task. Allow children to rest for at least 30 minutes before beginning another computer activity.

It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, cleaned regularly and that their class or themselves leave the ICT Suite clean and tidy after use. Food and drink should not be consumed near ICT equipment.

An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

Pupils accessing the World Wide Web

For all information related to this see our Policy on the Use of the Internet.

Acceptable Use Statement

The computer system is owned by the school, and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management.

The school recognises that technologies such as the Internet and e-mail will have a profound effect on children's education and staff professional development in the coming years and the school's Internet Access Policy has been drawn up accordingly.

The installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Internet Access Policy Statement

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet and other communication technologies. An Internet Access Policy has thus been drawn up to protect all parties and rules for responsible internet use will be displayed next to computers with Internet Access. 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.

E-safety lessons are taught annually to coincide with Safer Internet Day . Guidleines for staying safe online are displayed in a prominent place in all classrooms, shared areas & ICT Suite.

All PC's, teacher and pupil laptops are c2k filtered.

Parents and pupils are informed of guidelines for safe use of the Internet.

Internet Publishing Statement (School Website)

The school wishes the school's website www.ourladyqueenofpeace.net
to reflect the diversity of activities, individuals and education that can be
found at Our Lady Queen of Peace Primary School. However, the school
recognises the potential for abuse that material published on the Internet
may attract, no matter how small this risk may be. Therefore, when
considering material for publication on the Internet, the following principles
should be borne in mind:

➢ No video recording may be made or published without the written consent
   of the parents/legal guardian of the child concerned, and the child's own
   verbal consent.

➢ Surnames of children should not be published, especially in conjunction
   with photographic or video material.

➢ No link should be made between an individual and any home address
    (including simply street names).

➢ Where the person publishing material suspects that there may be child
   protection issues at stake then serious consideration must be taken as to
   whether that material may be published or not. In the case of a simple
   piece of artwork or writing, this may well be fine, but images of that

child should not be published. If in doubt, refer to the person responsible for child protection.

➢ No material may be published on the school web site without approval of the ICT co-ordinator.

Cyberbullying

Cyberbullying can be defined as 'the use of IT, particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

The School is committed to protecting pupils and staff from potential harm deriving from their use of the internet, mobile telephones and other electronic and digital technology or systems. The School's IT network is secure and subject to continuous monitoring in the interests of safeguarding the wellbeing of all members of the School community.

The School's pupil IT Acceptable Use Policy aims to ensure that pupils are responsible in their use of IT, making sure that they safeguard their own wellbeing, do nothing that adversely affects others, adopt good practice to enable the efficient operation of the School network and do not waste time.

Every February the school celebrates Safer Internet Day. Pupils are educated on the subject of Staying Safe Online, Cyberbullying and the dangers of social networking sites, through fun and informative games, video clips and websites. We encourage our pupils to report instances of this or any other dangerous or suspicious online behaviour. All staff have a responsibility to safeguard the welfare of pupils online by educating them, supporting them and reporting any instances of Cyberbullying or other dangerous or suspicious online activity in line with School procedures.

Data Protection Act

Any individual has the right in law to view information held about him or her on a computer system. Care should be taken about any sensitive information concerning child protection issues etc. If a report is composed and printed on the system, it should immediately be deleted and hard copies kept in the appropriate files in the care of the Child Protection Officer.

Care of Equipment

The individual in whose care it is trusted should maintain all ICT equipment in a clean and serviceable state.

➢ All equipment should be switched off at the end of the working day.

➢ Any technical fault should be reported to the ICT co-ordinator or a call logged with C2K, depending on fault/nature of equipment.

➢ The use of solvent cleaners and polishes is not allowed without express permission from the ICT co-ordinator.

Homework Policy

Pupils are encouraged to make use of home computers, tablets etc to research on the Internet to support classroom activities. At times during the year pupils may have the choice to complete specific homework tasks on the computer.

Staff Development

All teachers have participated CPD training days to up skill staff on the effective use of ICT. The continued development of ICT capability is very important. Opportunities for further development of staff will be provided.

Role of the ICT Co-ordinator

The responsibilities include:

➢ Maintenance of an ICT policy that reflects current technology and attitudes.

➢ It is the responsibility of the ICT co-ordinator to assist all teachers with the implementation of this policy

➢ Maintenance of a Scheme of Work that reflects current resources, curriculum, staff and child skills.

➢ Monitoring of implementation of the Scheme of Work throughout the school including issues such as equality of access, planning and assessment etc.

➢ Organisation and distribution of hardware and software throughout the school.

➢ Maintain central resources (audited annually) such as digital cameras, bee-bots, laptops etc in an organised and accessible manner.

➢ Maintain the network software infrastructure including the addition and deletion of users, e-mail accounts, new software etc.

➢ Plan and implement INSET programmes according to staff needs, as agreed with the Principal.

➢ Provide an annual action plan and financial plan for the maintenance and development of the school's ICT resources.

➢ To liaise with other curriculum co-ordinators regarding the purchase of resources for their subject area.

➢ To provide support in the delivery of the school's Scheme of Work through monitoring and advice, this will include reporting to the Principal when appropriate.

➢ To monitor new developments in ICT (through the attendance of appropriate INSET) and integrate these into action plans, schemes of work and policies where appropriate.

➢ Ensure that Health and Safety guidelines in ICT are followed, including
- Setting up and moving equipment;
- Establishing appropriate working conditions;
- Ensuring electrical safety checks are carried out by the relevant authority.

Nursery

Until the beginning of 2016-17 academic year there was very little access to ICT in the nursery setting. The unit like all nursery settings is not networked. Thanks to Ortus the unit now has some Ipads and has access to the internet.

Staff attend relevant staff courses in order to train in use of various apps. The use of ipads has now become a useful tool for recording of pupils' work to use either as a record of achievement or just to celebrate success. ICT is also used to inform parents of forthcoming events or providing them with information.

The primary focus of learning in the pre-school is always on interaction and developing specific skills. ICT plays a small role in this but it is a significant one. We ensure the list of apps we access only compliment and consolidate learning that takes place with the adults in the room.

Future Developments of ICT to be set out in an appropriate Action Plan

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