Killyman Primary School
ICT Policy

Using ICT across the Curriculum

The aim of this policy is to outline Killyman Primary School's values and goals in relation to using ICT across the curriculum for the purposes of teaching and learning.

Killyman Primary School's vision for ICT is to ensure a high level of provision, continuity, equal opportunities and appropriate progression throughout the whole school whilst implementing appropriate safeguards for all users of ICT. Staff and children alike will be given plentiful opportunities to develop and improve their skills, knowledge and understanding of using ICT across the whole curriculum in order to equip them for an ever changing technological world.

Information and Communications Technology (ICT)

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."
(Page 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 pupils' learning experiences and environments. It can empower pupils, develop self esteem and promote positive attitudes to learning. 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.

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.

(Page7. Primary curriculum Document)

The "Five Es"

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;

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.

Throughout all of this work children should understand how to keep safe and display acceptable online behaviour.

ICT Resources

ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers, Laptops, iPads

- The Internet and E-mail

- MP3 PlayersiIPods

- Recording devices – Talking Tins, USB Microphones etc

- Headphones, Junction Boxes

- Television - Teletext

- DVD Player

- Calculators

- Cameras – including digital video cameras, web cam

- Telephone and Fax Machine

- Remote Control Devices

- Programmable Toys – Bee-Bot/Pro-Bot

- Interactive Whiteboard

- Scanner

- Data Projector

- Electronic Microscope

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

Killyman Primary School's ICT Resources
The following ICT resources are currently available for use by staff and pupils at Killyman Primary School:

- Computers

- Laptops

- The Internet and E-mail

- Recording devices- Easi-speak USB Microphones etc

- Headphones, Junction Boxes

- Television

- DVD Player

- Calculators

- Cameras – including inbuilt digital video recording

- Telephone and Fax Machine

- Remote Control Devices

- Programmable Toys – Bee-Bot

- Interactive Whiteboards

- Scanner

- Data Projectors

This list is updated on a regular basis to reflect newly purchased equipment. During this school year we hope to purchase:
An additional two interactive whiteboards
A set of six easi-speak microphones with base
A digital microscope

Within the next two school years we hope to be in a position to purchase:
An additional two interactive whiteboards
A set of six ipads.

1. Philosophy/Rationale

Killyman Primary School views 'using ICT' as an integral skill to be incorporated across the whole curriculum as a key tool to enhance teaching and learning in all curricular areas. Killyman Primary School recognizes using ICT as a fundamental skill for lifelong learning, development and employability and actively promotes its use amongst all users. At Killyman Primary School we strongly believe that using ICT enhances both teaching and learning offering the flexibility to cater for a variety of learning styles and through appropriate software can inspire, motivate and enthuse children in all curricular areas.

Outlined below are some of the key ways that Killyman Primary School believes using ICT can enhance and add value to both teaching and learning.

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum
- ICT can present information in new ways, which help pupils to understand, assimilate and use it more readily
- ICT gives pupils access to immediate and up-to-date sources of information
- ICT can motivate and enthuse pupils
- ICT has the flexibility to allow pupils to work at their own pace
- ICT offers potential for effective individual/group/whole class work
- ICT 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.

2. Aims

Killyman Primary School aims to improve children's skills, knowledge and understanding in 'using ICT' assisting them to reach their full potential in all areas of learning. Killyman Primary School aims to inspire, motivate and enthuse all children (regardless of race, gender or ability) through its use of ICT for both teaching and learning. We aim to inspire and promote confidence in the skill of 'using ICT' in our children through challenging but achievable teaching and learning experiences. We aim to foster the enjoyment of using ICT as a teaching and learning tool through the use of interactive and varied approaches and suitable software. We aim to monitor, record and assess all children's competence in using ICT (either formally or informally) and to use these assessments to inform planning for future learning for each individual.

Our main aims are outlined below

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

3. Resource Provision and Organisation

Resource Provision

The school has a networked ICT system consisting of 11 PCs, 5 printers and 1 scanner provided by the C2k Managed Service

There are also: (8) laptops, a class set of calculators, a set of six easi-speak microphones.

Each classroom has the following pieces of ICT equipment:

P1- 2 x PCs, 1 x digital camera, 2 x Beebots
P2- 2 x PCs, 1 x laptop, 1 x digital camera, 2 x Beebots
P3- 1 x laptop, 1 x interactive whiteboard, 1 x digital camera, 2 x Beebots
P4- 1 x laptop, 1 x interactive whiteboard, 1 x digital camera, 1 x Beebot
P5- 3 x laptop, 1 x interactive whiteboard, 1 x digital camera
P6- 1 x laptop, 1 x interactive whiteboard, 1 x digital camera
P7- 1 x laptop, 1 x interactive whiteboard, 1 x digital camera

Organisation of Resources

- There are 11 networked PCs located in the following areas: secretary/principal's office (1), P1 classroom (2), P2 classroom (2), shared resource area (6).
- All C2K PCs 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 either a C2K PC or a laptop which provide connection to the Internet
- Through the network there are shared printing facilities. Colour and b/w printers are located either within the classrooms or in a central resource area agreed by teachers
- Laptops are available for use on network, standalone classroom use and for home use
- Each teacher has a laptop.
- Teachers may connect laptops to network points in order to carry out curriculum research, planning etc.
- Certain resources are centrally stored/may be obtained from ICT Co-ordinator.

At Killyman Primary School we review our ICT equipment and software on an ongoing basis and prioritise purchases according to which are most needed and also which are affordable at the time. Mrs Haffey (ICT co-ordinator) in consultation with Mrs Mitchell (principal) has responsibility for planning and overseeing the provision of ICT resources.

4. Access

Pupil Access

- Through C2K computers all pupils 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 b/w printing facilities
- Children have access to PCs positioned in common resource area,

Pupil Assistance and Supervision

- Children use ICT resources under the guidance of the Classroom Teacher, SENCO, SEN teacher or Classroom Assistant
- The use of the Internet is always a supervised activity

Specialist Equipment

- Where appropriate, some pupils with Special Educational Needs have access to specialist equipment. There are currently no children who require access to specialist equipment.

Teacher Access

- All teachers have access to the C2K system
- 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 USB microphones, interactive whiteboard, digital cameras, etc. to facilitate a variety of teaching approaches

5.   Strategies for Using 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 on 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 the computer resource area is being used.

All children will have planned opportunities to use ICT resources. All children in the class will not be expected to complete the same task (e.g. 24 children all writing a poem on Spring). 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.

6.   Planning

Planning at Whole-School Level.

- The Principal and 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 topic planners and Yearly Planners
- ICT is integrated into half termly planners taking account of progression

Teachers meet during allocated time at staff meetings to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

7.   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 achievements may be recorded by the teacher completing a check list of skills, knowledge and understanding
- Summative assessment methods - in collecting samples of children's work using ICT
- At the end of KS1/ KS2 the child's work may be formally assessed using CCEA resources.

Teachers will report on a child's progress:

To the Next Teacher:

- By discussing progress
- By passing on samples of work
- By passing on information regarding skills (checklist)/level

To Parents/Carers:

- By informal discussion during parent interviews
- By a formal comment regarding ICT Competence on the child's written report

8.   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 special educational 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. No such equipment is currently necessary.
- Where appropriate, specific software e.g. Wellington Square, Talking Word Processors, are used to assist learning
- Where appropriate, teacher developed resources such as Clicker 5 word banks 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 needs are working in withdrawal groups they will have access to appropriate ICT resources.

The use of ICT to provide challenge for Gifted and Talented children is also explored.

9.   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. To seek to facilitate this, provision may be made to permit the use of computers beyond normal school hours through the 'computer club'.

11.   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.

In keeping with the school Homework Policy children will be encouraged to make use of home computers and ICT resources available through places such as After School Clubs and Libraries.

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 will be valued. A consistent approach to children's use of home computers will be taken in each class as a child progresses through the school.

As indicated in our approach to equity of access, children who do not have ICT resources at home will not be disadvantaged. To seek to facilitate this, provision may be made to permit the use of computers beyond normal school hours through the 'computer club'.

10. Health and Safety

Each classroom has rules for safe use of the computer – devised and discussed with children and displayed in their room.

Children will be made aware of internet safety rules (as indicated in the e-safety policy) and will regularly be reminded of them. These rules will also be displayed close to all computers with internet access.

Children will be educated as to the importance of taking regular breaks from the computer screen especially if they are working with the computer for a prolonged period.

Every effort will be made to ensure that children are sitting in the correct position for using the computer through using the appropriate size of chairs until such times as school can afford height adjustable computer chairs.

In all areas consideration is given to health and safety in the location and positioning of equipment.

12.   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.
- Keeping all relevant staff up-to-date with any new approaches to learning and assessment tools within 'using ICT'.

13.   The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator 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 SMT in order to set priorities and 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
- To model good practice by integrating ICT effectively into curriculum planning, classroom teaching and the assessment of children's work

14   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

Policy Review

At Killyman Primary School we understand the importance reviewing and updating policies on an ongoing basis. As ICT resources increase and pupil and teacher ICT competence develops we will review and update the ICT Policy as necessary and we will also evaluate its effectiveness during this process.