St Moninna's Primary School and Nursery Unit
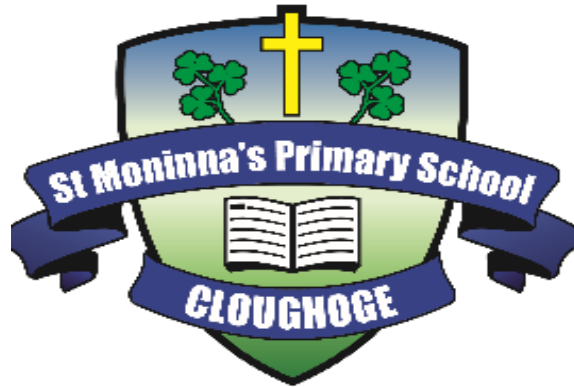

ICT Policy

Ag foghlaim agus ag fás le grá
Learning and growing with love

Agreed by Governors	
Review Date	
Principal	
Chair of Governors	

MISSION STATEMENT

Vision Statement
"Learning and Growing with Love"
Ag foghlaim agus ag fás le grá

Aims
In St. Moninna's Primary School:
- We aim to enable LEARNING so that pupils develop to their full potential in all areas of the curriculum and become motivated, independent, life-long learners.
- We aim to enable pupils to GROW socially, emotionally, physically, spiritually and academically and to develop the attributes they need to be valuable, responsible, contributing adults.
- We aim to do this in an atmosphere of LOVE so that pupils embrace the virtues of respect, kindness, tolerance, compassion and faith while feeling happy, safe and valued as part of the St. Moninna school family.

Mission
In St. Moninna's P.S. we believe we can achieve our aims by ensuring we are committed to
- Promoting the values of Catholic education within our school family
- Having high expectations for all pupils and a desire to see them reach their full potential
- Having inclusive, stimulating and supportive classrooms
- Working together for a common goal
- Valuing continuous improvement for all
- Investing in people and resources
- Working closely with home and the wider community

Values
- Kindness
- Respect
- Family
- Growth
- Trust

Information and Communications Technology (ICT)

In recent years the term **Information and Communications Technology** (ICT) has become more widely used to indicate the increasing importance of communications technology such as the Internet and e-mail.

The emergence of the "C" indicates the growing importance of telecommunications. We are no longer involved solely with the use of standalone computers but with interconnecting networks of computers and the potential for communication and access to information which this offers.*

The Role of ICT in the Northern Ireland Primary Curriculum

ICT is a statutory tool to assist teaching and learning across the curriculum. It has the potential to transform and enrich pupils' learning experiences and environments. By using ICT we can empower children, 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."

* DE: A Strategy for Education Technology in Northern Ireland
**Northern Ireland Primary Curriculum.

The 5 E's of ICT

Pupils in St. Moninna's Primary School should develop their skills of using ICT through a range of purposeful activities set in relevant contexts. ICT should be used to process, present and exchange ideas, both inside and outside the classroom.

Within the NI Curriculum there are 5 Key areas where children should be given the opportunities to develop skills.

These are:

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

Explore	• Access & manage data and information • Research, select, process and interpret information • Investigate, make predictions & solve problems using digital tools • Understand how to keep safe and display acceptable online behaviour
Express	• 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	• Communicate using a range of contemporary methods & tools • Share, collaborate, exchange and develop ideas digitally
Evaluate	• Talk about, review and make improvements to work, reflecting on the process and outcome
Exhibit	• Manage & 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 or to manipulate information electronically.

- Computers - Hardware and Software

- The Internet and E-mail (for adults)

- Microphones / recording equipment such as easi speak microphones

- Use of Headphones

- Camera tools / web cam

- Remote Control Devices

- Programmable Technology - Beebot / Probot

- Apps e.g. Coding apps like Scratch/JR

- Data Projector

- Scanner

- Interactive Whiteboard

- ipads

As children progress from P1-P7 they are given opportunities to use a variety of these ICT resources and others as they become available to us.

Philosophy

In recent years there has been a revolution in ICT and computers and their functions have now become an integral part of the society we live in. It is vital that the pupils of St. Moninna's gain the necessary skills and confidence needed to prepare them in later life. The use of ICT creates opportunities for children to extend their learning experiences outside of the classroom and promotes independence and creative thinking. ICT allows pupils to present information in new ways, helping them to understand and assimilate information more readily. Due to the instant nature of the Internet, pupils can access and assimilate new information more readily. The children of St. Moninna's are part of a new worldwide generation, who have been exposed to high levels of technology since early childhood. By using ICT in school, we can enthuse and motivate these children to produce effective individual / group or whole class work. The skills which are developed here in St. Moninna's are skills which children can utilise for life, in future education and employment.

Aims of St. Moninna's PS

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 include TA's)
- 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

Resource Provision and Organisation

The school has a networked ICT system consisting of PCs, laptops and printers provided by C2K and managed by a nominated C2K Manager from within the staff. We also have a stock of headphones for use with laptops. Currently the school has 16 large ipads, stored in a purchased multi charging box as well as 6 ipad minis for use solely in EYFS. There is also a range of pre-C2K (legacy) ICT equipment – computers and printers in locations around the school. Every class has access to an interactive whiteboard and in 2019 the school began its programme of replacement by installing 4 new state of the art boards into classrooms.

Organisation of Resources

- There are 1-2 networked PCs located in each classroom
- All managed 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 managed PCs 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
- Additional Laptops are located in our Special Room, an area in KS1 Resource Area and in P6/7 Resource Area.
- Wifi in our school is solely provided by the filtered C2K Service to ensure maximum safeguards are in place. Wireless routers are placed strategically around the school to ensure maximum coverage.
- Certain resources are centrally stored/may be obtained from ICT Co-ordinator such as our blue tooth speaker.

Access

Pupil Access

- All children have access to the school Managed Service
- Through managed computers all pupils have access to software titles appropriate to their curriculum needs and learning needs
- Through managed computers all children have access to the Internet
- Through the network & a number of 'legacy' printers, children in each classroom have access to both colour and b/w printing facilities

Pupil Assistance and Supervision

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

Specialist Equipment

- Where appropriate, some pupils with Special Educational Needs may have access to specialist equipment / software e.g. Word Shark

Teacher Access

- All teachers have access to the Managed Service (Nursery Teachers Access via www.c2kschools.net or in the main school building)
- Through managed computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice
- Through managed 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 where permission has been granted and insurance responsibilities accepted
- All teachers have access to ICT equipment such as the Interactive White Board, ipads 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
- Group activities
- Children will generally work alone or 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 is 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.

Planning, Monitoring and Evaluation

Planning at Whole-School Level.

- The Principal/SMT/ICT Co-ordinator/All Staff 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

- Teachers in their weekly planners infuse ICT into their work & will ensure that all planning is covered. Teachers decide where UICT best fits within their planning and incorporate ICT to enhance the experiences of children.
- Teachers will also ensure that all children complete 3 CCEA Accreditation tasks per year.
- Teachers are also cognisant of the 5E's and ensure a range of children's age appropriate experiences are completed to ensure the 5E's are met.

Teachers meet in key stage groups/year groups / as a whole staff to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

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
- Through the use of UICT CCEA Tasks at the end of every term
- End of year assessment of all age appropriate key skills sheet which is passed to the next teacher as a baseline of where each child is at.

As ICT is infused through each Curricular area, using the 5 E's, it may not always be practicable to provide evidence of a particular skill e.g. a child's ability to use a search engine effectively (Explore) Each teacher may place samples of the use of ICT in the Curriculum into their corresponding online folder, to show how skills are developing across the Curriculum.

Teachers will report on a child's progress:

To the Next Teacher:

- By discussing progress
- By passing on samples of work – online / in an ICT folder
- By passing on skills checklist
- Through Levels accredited to a child via Pupil Portfolio

To Parents/Carers:

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

Provision for Pupils with Special Educational Needs

It is important to recognise 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
- Where appropriate, specific software e.g. Word Shark, Starspell, Talking Word Processors, are used to assist learning
- Where appropriate, teacher developed resources are used to assist learning

Teachers will familiarise themselves with the variety of graded levels within frequently used software / with apps for ipad 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.

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 children to work on school projects etc during school hours.

Health and Safety

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

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

Position and Posture of the child

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.
- 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/bench 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 if necessary.
- 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 adapters 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 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/tablets in the home or through their out-of-school activities.

In keeping with the school's desire to promote ICT, children will be encouraged to make use of home computers/tablets and ICT resources available through places such as After School Clubs, Libraries, and Youth Clubs.

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 should be valued. It is important to ensure that a consistent approach to children's use of home computers is 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 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 our After School 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:

- Ensuring follow-up action is taken to meet the further training needs of teachers as identified
- Making provision for Management Systems Training – assisting teachers to use the network system effectively and with confidence
- Giving teachers opportunities to attend INSET – to develop their knowledge and use of software 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
- 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 SLT 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

The Responsibility of the Classroom Teacher

- To Integrate ICT into curriculum planning, classroom teaching and the assessment of children's work
- To ensure that any ICT resource/software used in the classroom is appropriate to curriculum needs and children's learning needs
- To ensure health and safety practices are carried out
- To discuss and devise with the children rules for using the computer
- To implement the Internet Safety Policy
- To ensure that all children complete a UICT Task at the end of every term.
- To ensure that no external pieces of Software are uploaded onto the C2K school system without the consent of the Co-Ordinator
- To ensure that any devices such as memory pens are free from any viruses which may impact on the C2K system

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Monitoring, Review and Evaluation of this Policy
As ICT resources increase and pupil and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness.
This policy will be reviewed in line with our 3 year cycle of policy reviews / when changes in policy are required. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by feedback from teachers, parents, governors, outside agencies and pupils.