



‘Use of Information & Communications Technology’ Policy

Use of ICT ensure our pupils function with confidence in an ever-changing society and prepares them for the challenge of a rapidly developing and evolving technological world.

- To provide opportunities to enable all our staff, pupils and parents to be confident, competent and independent users of ICT.
- To provide an environment where access to ICT resources is natural and commonplace.
- To ensure ICT has a fundamental role in developing and enhancing our school's key learning aims in promoting the pupils' educational, physical and social needs.
- ICT encourages our staff and pupils to work collaboratively.

Introduction

Use of 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, mobile phones, gaming consoles etc.

We aim to enable our pupils to explore, exchange, exhibit, express and evaluate information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

Moneyrea Primary School and Nursery meets the requirements set out within the Northern Ireland Curriculum and is developing the use of the 5Es within cross-curricular tasks:

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

UICT is about providing pupils with opportunities to acquire, develop, understand, demonstrate and apply ICT concepts and processes appropriately in a variety of contexts across the curriculum. Since there is now a focus on 'Using' the skill we also provide opportunities for pupils to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum.

Moneyrea Primary School is equipped with 1-2 networked PC in each classroom and 16 networked PCs and 7 networked laptops in the computer suite.

Every class/year group has:

- A class PC
- A Promethean Activ Panel.
- iPads

- Nursery: 12 ipads (including 1 teacher)
- Year 1: 11 ipads (including 1 teacher)
- Year 2: 11 ipads (including 1 teacher)
- Year 3: 10 ipads (including 1 teacher)
- Year 4: 13 ipads (including 1 teacher and 1 SEN)
- Year 5: - 16 ipads (including 1 teacher and 1 SEN)
- Year 6: - 20 ipads (including 1 teacher)
- Year 7: 20 ipads (including 1 teacher)

Every class has access to:

- A centralised photocopier (located in the school office)
- The ICT Suite
- Programmable devices: BeeBot, Ozobots, Dot, Dash, voting pods.

Strategies for use of ICT

- ICT is not taught as a distinct subject, but it is a tool to be used to enhance learning across the curriculum.
- ICT is an entitlement for all pupils, and we aim to ensure all pupils are given equal access.
- Common tasks are set that are open-ended allowing for a variety of responses (differentiation).
- 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, where possible, through projects, homework and the use of Fronter and other eLearning platforms which can be researched through a home computer system or at the local library.

ICT Competences

At Moneyrea Primary School 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 information from a range of electronic sources, interpret, interact and use it effectively.
- Learning **with** ICT – applying these ICT skills in their own learning either at school, at home or in the community.
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ICT and the Northern Ireland Curriculum

- Language & Literacy

ICT is a major contributor to the teaching of Literacy

- Children can create, develop present and publish ideas and opinions visually or orally.
- Children learn how to draft, edit and revise text.
- They learn how to improve the presentation of their work by using desk-top publishing and presentational software.
- Children have access to appropriate software to support and enhance their learning in Literacy

- Mathematics & 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.
- Children have access to appropriate software/hardware to support and enhance their learning in Numeracy

- World around Us

ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to develop an understanding of the past, present and future of the world they live in.

ICT is used as a primary tool to support the teaching of topic based learning.

- Personal Development and Mutual Understanding (PDMU)

ICT makes a contribution to the teaching of PDMU as children learn to work together in a collaborative manner.

- Pupils 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 as exemplified through the use of PSNI Internet Safety workshops.
- Pupils gain knowledge and understanding of the interdependence of people around the world. e.g. through online activities such as World Maths Day.
- 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 of art and music

Inclusion

Moneyrea Primary School's ICT facilities are available for use by all pupils and staff. All children are given equal access to ICT regardless of gender, race, physical or sensory disability. ICT can impact on the quality of work that children can produce, and it can increase their confidence and motivation.

Pupils with difficulty using the keyboard will have access to Assistive Technology, such as iPads and touch screen laptops.

Pupils accessing the World Wide Web

For all information related to this see Moneyrea Primary School's Policy on the 'Acceptable Use of the Internet & Digital Technologies'.

Progression, Monitoring, Assessing and Evaluating

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 embedded in the Northern Ireland Curriculum.
 - i. In Foundation Stage – tasks developed in each year group within existing curricular areas.
 - ii. In Key Stage 1 and Key Stage 2 – tasks from the CCEA Accreditation Scheme and teachers' own tasks are assigned appropriately throughout the year groups.
 - iii. **Explore** and **Express** are the main focus for ICT teaching and learning in the school curriculum. When developing **Explore** and **Express** activities, teachers should include opportunities to **Evaluate** (children consider

how they are working and what they have done); and **Exhibit** (children showcase their work digitally). Where possible, teachers should also provide opportunities for children to **Exchange** (work collaboratively using digital tools).

Monitoring

- Evidence covering Use of ICT in Numeracy, Literacy and Topic Work are gathered within each pupil's 'My Documents' folder.
- Whole class, group work and individual work can be stored remotely using Google Drive and Seesaw. This allows pupils to upload, share and review their own and other contributions, as well as providing an evidence bank for staff.
- It is currently the responsibility of the class teacher to monitor the standard and progress made in their class. Samples of good work should be kept.
- All task work should be saved in preparation for the statutory assessment of Using ICT by every teacher from P3-P7.

Assessing

- Evidence gathered each term is assessed by the ICT coordinator and class teachers.
- Each class should provide three pieces of evidence per academic year demonstrating the coverage of CCEA's 5 E's: explore; express; exchange; evaluate; and exhibit.

ICT Coordinator

- It is the responsibility of the ICT coordinator to assist all teachers with the implementation of this policy.
- The ICT coordinator has the responsibility for the management of the resources, which are required for the implementation of this policy.
- The ICT coordinator will disseminate information regarding new developments in ICT to other members of staff.
- The ICT coordinator will be responsible for any staff INSET in the development of ICT.
- The ICT coordinator will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents.
- The ICT coordinator should keep a log book and meet with ICT technician and discuss any technical issues that need to be addressed.
- Ensure pupils and parents have agreed to the Acceptable Use Agreement.

Hardware and Software Development

ICT equipment will be updated as appropriate by C2K.

In addition, where finance is available, the school will seek to enhance its stock of ICT hardware.