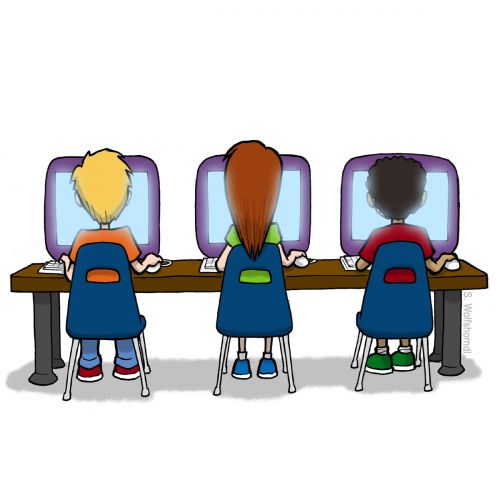
## C:\Users\Judith\Pictures\school crest.png

## Lisnadill Primary School

## ICT Policy

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjyiNnJw6TJAhUJWRQKHe1IB7wQjRwIBw&url=http://theartmad.com/computer-lab-clipart/&bvm=bv.108194040,d.d24&psig=AFQjCNEFIVT6nUtbUM5AoTWW2zrZZnuyGg&ust=1448298601275202)

Using ICT across the Curriculum

**Ratified by Board of Governors Date: 25/11/15**

**Review Date: September 2016**

**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 Players, iPods
* Recording devices – USB Microphones etc
* Headphones, Junction Boxes
* Radio Cassette/CD Players
* Television
* 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.

# **Philosophy/Rationale**

**We believe:**

* 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

1. **Aims**

### We aim:

* To raise levels of pupil competence and confidence in using ICT - bydeveloping 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

## Resource Provision and Organisation

# ***Resource Provision***

# The school has a networked ICT system consisting of 17 PCs, 5 printers, 1 scanner and 1 webcam provided by the C2k Managed Service.

There is 1 wireless printer for use with iPads.

# There are 17 laptops and 2 multi functional devices.

There are 6 Apple iPads for staff and 15 iPad minis for pupils.

Each classroom has a six port USB charger.

Each teacher has a leef iBridge mobile memory storage device.

There are five Apple TV digital multimedia receivers.

There are three Meru Wireless access points.

Each classroom has an Interactive whiteboard.

Each classroom has a digital camera.

There are 6 Pro-Bots and 8 Bee-Bots.

***Organisation of Resources***

* All classrooms are equipped with C2K PCs which provide connection to the Internet

# There are 4 networked PCs located in each classroom from P3-7.

* There are 3 networked PCs located in the P1/2 classroom.
* There is 1 networked PC in the Secretary’s office.
* There is 1 networked PC in the Principal’s office.
* 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
* 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. Staff and pupils use the colour photocopier as their main printer.
* Additional laptops are located in the resource room and assembly hall
* Laptops are available for use on network, standalone classroom use and for home use (staff only).
* 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 the Principal.
* A lap top trolley and iPad cabinet are kept securely in a store. The Principal and P7 pupils ensure the devices are charged and manage their distribution at the request of other staff.
* Bee-Bots are shared between the Foundation and Key Stage 1 classrooms
* Pro-Bots are shared between the Key Stage 2 classrooms

## 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 may have access to additional laptops from the shared trolley
* Children may have access to iPads from the shared cabinet

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 have access to specialist equipment, such as touch screen, big mouse, big keyboard etc
* Pupils in Foundation Stage use a colorful, lower case keyboard

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, iPads etc. to facilitate a variety of teaching approaches
* All teachers have an iPad Air and a leef iBridge storage device

# **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 is used or where there they all have access to an individual laptop or iPad

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/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*

* ICT is embedded into Schemes of Work/Yearly Planners
* ICT is integrated into six-weekly planners taking account of progression

Teachers meet 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/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
* 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 and websites 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 during time set aside within the school day.

## Health and Safety

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

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

***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
* Children sharing a computer should be encouraged to make sure that everyone in the group can see without straining
* Children should be shown how to hold a mouse lightly in the widest part of their hand so that a very small movement is needed to click a button.

***Furniture***

* 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.

***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

## 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, 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 during the school day.

## 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.

**13.The ICT Co-ordinator/ICT Development Team**

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**

As ICT resources increase and pupil and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness.