

# **Kingsmills Primary School**



**ICT**

**POLICY**

**Sept 2017**

**Review: Sept 2019**

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# **ICT Policy**

**September 2017**



ICT comprises a variety of systems that handle electronically retrievable information. These include computers, ipads, apps, programmable robots, recorders, CD players, calculators, digital cameras and video cameras.

ICT is concerned with the handling of electronic information and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes.

### **The role of 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."*

*(P.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.

*(P.7. Primary Curriculum Document)*

## The Five E's

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;
- understand how to keep safe and display acceptable online behaviour.

### 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

The ability to use ICT is a vital skill in modern society. ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers and I Pads - Hardware and Software
- The Internet and E-mail
- CD Players/MP3 Players
- Recording devices - including voice recorders and Easi-Scope
- Headphones, Junction Boxes
- Television - Teletext
- DVD Player
- Calculators
- Cameras - including digital video cameras, web cam
- Telephone
- Remote Control Devices
- Programmable Toys - Bee-Bot/Pro-Bot
- Interactive Whiteboards
- Scanner
- Data Projector

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

## **Rationale**

- 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

## **Aims**

### **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 across all areas of the curriculum 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**

The school has a networked ICT system consisting of 6 PCs, and 2 network printers. There is an IWB installed in each of the 3 classrooms and one in the assembly hall. There are 6 computers and 7 school laptops and 3 teacher laptops. There are 11 ipads.

### **Other resources include:**

- 6 Bee - Bots
- A range of Bee - Bot mats
- 1 Roamer
- Roamer software
- 6 Speak - Easi voice recorders
- 1 digital Camera
- 1 digital movie maker
- A range of additional software for computer
- 7 headphones
- 7 mouse
- 38 Calculators
- 2 CD players/Sound systems
- Telephone/ fax machine
- 5 cameras
- 2 Wireless printers
- 11 ipads
- 1 Apple T.V
- 1 colour coded keyboard
- 2computer speakers
- 1 Easi-Scope

## Resource Organisation

- There are a selection of networked PC's & laptops in located in each classroom. Each room varies.
- All C2K PCs & laptops 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. Teachers have been provided with list of suggested programmes & resources for each year group.
- All classrooms are equipped with C2K PCs which provide connection to the Internet
- Through the network there are shared printing facilities
- Additional laptops are available for use and are located in the KS2 classroom. Each teacher has a laptop. Teachers share use of laptops depending on when needed.
- Teachers share use of ipads
- Ipads are stored in a locked filling cabinet in the KS2 room.
- Teachers may connect laptops to network points or wirelessly in order to carry out personal research, planning etc.
- Each teachers stores their own laptop, digital camera and CD player/Sound system.
- Voice recorders and web cams are stored in the KS2 room and the ICT coordinator can give guidance on how to use these.

## 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 in pairs/groups at the computer/laptop/ipad. 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. At times the teacher may want all children to complete the same task. A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

## **Access**

### **Pupil Access**

- Through C2K computers, laptops and ipads all pupils have access to software titles appropriate to their curriculum needs and learning needs
- Through C2K computers, laptops and ipads 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 and are used in each of the classrooms.
- Children have access to ipads and use a variety of age and topic appropriate apps which have been downloaded by teachers

### **Pupil Assistance and Supervision**

- Children use ICT resources under the guidance of the Classroom Teacher or Classroom Assistant
- The use of the Internet is always a supervised activity
- Internet safety posters are displayed around the classroom
- All children in p3-7 have signed a 'use of internet' contract

### **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/ipads all teachers have access to the Internet
- All teachers have access to laptops & ipads available for use on the network and for home use
- All teachers have access to ICT equipment such as the interactive whiteboard, digital camera, Bee - Bots, easi-speak microphones etc. to facilitate a variety of teaching approaches.

- A wide range of resources are shared centrally on c2k for easy access to all staff.

### **Planning, Monitoring and Evaluating**

#### **Planning at Whole-School Level**

- The Principal/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

#### **Planning at Year-Group and Class Levels**

- ICT is embedded into eight weekly Planners taking account of progression.

It is proposed that teachers meet at whole staff level 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
- Summative assessment methods - in collecting samples of children's work using ICT
- Foundation stage and Key Stage 1/2 have an individual ICT assessment record.

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 were appropriate.

To Parents/Carers:

- By informal discussion during parent interviews

### **Provision of 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, specific software e.g. Nessy, 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 familiarise 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.

### **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 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.

### **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, if possible.
- 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 Community**

An increasing number of children have access to computers, laptops and ipads 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.

The parents have also signed a consent form, permitting Internet Use in Schools.

## **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:

- Giving teachers opportunities to attend INSET - to develop their knowledge and use of ICT 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-coordinator**

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 principal 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 responsibilities of the classroom teacher**

It is the responsibility of the classroom teacher to:

- 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 Internet Safety Policy

## The way forward

In this academic year, we will meet to set targets and put into operation plans to develop ICT further in our teaching and learning. An Action Plan is included within the folder, setting out our targets, how and when we will achieve them, the personnel involved and how we will monitor and evaluate our success. We aim to examine our current practice and to map this to the "Five E's." Progression across the "Five E's" will be agreed for all year groups. The addition of up-to-date resources will be researched.