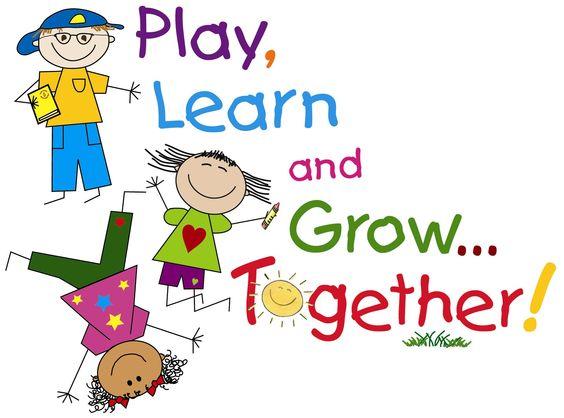


**St Patrick’s Primary School and Nursery Unit**

**Loughguile**

**ICT POLICY**

*(Reviewed Feb 2023)*



**ICT Policy**

**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)

We at St. Patrick’s take very seriously our responsibility to prepare the pupils in our school to take their place in a technological society. The staff and principal are enthusiastic about and committed to the development of ICT as an important part of teaching and learning within our school.

St. Patrick’s aim to meet the requirements as set out within the Northern Ireland Curriculum and develop the use of the 5 Es within the tasks already being carried out:

**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.**

**Rationale**

Why should our pupils use ICT?

ICT resources when used effectively can bring significant changes to the nature of teaching and learning. ICT can promote, support, enhance and enrich the curriculum in a unique way.

* It supports development of skills such as Literacy and Numeracy, communication, problem solving, information handling, social and interpersonal skills and independent learning skills.
* ICT can motivate and enthuse pupils.
* In the information society in which we live, pupils need to develop ICT skills in order to access relevant information.
* ICT gives pupils immediate access to richer source materials.
* ICT has the flexibility to meet the individual needs and abilities of each pupil catering for both weak children and high achievers.
* ICT promotes access for pupils with learning difficulties.
* ICT offers potential for effective group work and collaborative learning.
* ICT enables pupils to undertake activities, which would be difficult to pursue in any other way.

**Aims for Pupils**

Our aims in using ICT are to:

* Provide pupils with opportunities to develop their ICT capabilities in all areas specified by the Northern Ireland Curriculum.
* Allow pupils to gain confidence and enjoyment from their ICT activities and to develop skills, which extend and enhance their learning throughout the curriculum.
* Develop the children’s ability to and independence in applying their skills in the solving of relevant and worthwhile problems.
* Provide pupils with opportunities to gain knowledge about a variety of ICT tools.
* Help pupils to undertake activities which would be difficult to pursue in any other way.
* Instil in children a sense of achievement through ICT activities and projects.
* Use of ICT at home is encouraged through Seesaw, Mathletics, AR Home Connect, My-School and use of the school website which is regularly updated- www.stpatricksprimaryloughguile.com

**Aims for Staff**

As a staff we aim to:

* Develop a whole school approach to ICT, ensuring continuity and progression.
* Develop a system, which will monitor and assess pupil’s progress to ensure continuity and progression.
* Continually review, develop and improve our own skills in ICT.
* Provide, update and maintain appropriate ICT tools and resources.

**Resource Provision and Organisation**

St. Patrick’s Primary School & Nursery Unit is well equipped with networked laptops and PCs in each classroom and an iPad per teacher.

There is an ICT Suite with an Interactive Whiteboard and 9 computers/laptops each with a set of headphones. Every class has access to the ICT Suite at least once per week.

Each classroom has access to:

* 1 PC
* 1 Microsoft Surface Pro
* 16 portable pupil iPads
* a printer and photocopier
* Interactive Whiteboard
* Microphones
* Headphones
* Bee-bots
* 11 portable C2k chrome books

**Organisation of Resources**

* All Capita PCs and 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
* All classrooms are equipped with C2K PCs which provide connection to the Internet
* Through the network there are shared printing facilities. All computers and laptops are networked to 1 Colour and b/w photocopier that is centrally located for all staff.
* Additional pupil laptops and iPads are located in resource areas.
* Laptops/Chrome books are available for use on network, standalone classroom use and for home use.
* Teachers may connect laptops to network points in order to carry out curriculum research, planning etc.

**Planning and Delivery**

ICT is not taught as a distinct subject but is a tool to be used as appropriate throughout the curriculum. Teachers are encouraged to seek ways of using ICT to enhance the learning experience in their classroom. It is integrated into each area of study to support and enrich children’s learning. Therefore, ICT is being incorporated substantively into the individual subject planning within the school. A variety of opportunities will be planned across the curriculum to give children the opportunity to develop their skills.

Pupils have access to ICT through use of ICT Suite, class-based computers, laptops, Chromebooks, Interactive Whiteboards and iPads. The class teachers are encouraged to set up a system (e.g. group rota) so that every child is given equal access and opportunities. ICT activities will be completed individually, in pairs and in small groups. Activities may require children to work both at their desk and at the computer. As part of whole class activities, children may share in a computer-led activity where an interactive whiteboard is used.

ICT tools such as Bee-Bots, Chromebooks and iPads are centrally resourced by the co-ordinator.

**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
* All staff have been given a document with the revised areas of ICT and the level descriptors.
* Tasks for each class have been agreed in consultation with class teachers and co-ordinator to ensure the 5 Es are covered across the year in each class. Also, to ensure a variety of different types of ICT are being used.

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

* ICT is embedded into overview progressions and Schemes of Work
* ICT is integrated into six-weekly planners

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

**Differentiation**

Differentiation will be achieved through these four general methods:

* Task – the teacher sets different tasks within a common area of study.
* Outcome – the teacher sets a common task with pupils producing different outcomes.
* Resource – the stimuli or worksheets etc. are varied to meet pupil needs.
* Support – the teacher sets common tasks but gives differing support to pupils or uses strategic and careful planning of pupil grouping.

**Progression**

Pupil’s ICT skills and competencies have been developed from Primary One to Primary Seven. Progression in each of the desirable features of ICT has been agreed by all staff.

Progression is assured from the completion of one ICT task per term from P3-P7. Primary 1 and 2 use the ‘CCEA Foundation Stage From - To levels’, to complete 3 ICT tasks per year.

**Monitoring, Assessing and Evaluating**

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 types of ICT and 2 samples of each level being awarded is uploaded to the school digital portfolio for all levels being awarded.
* Each teacher gives 2 hard copy samples of each level awarded to the ICT co-ordinator.
* Summative assessment methods - in collecting samples of children’s work using ICT.
* CCEA Assessment Tasks for ‘Using ICT ‘are used in Foundation, Key Stage 1 and 2 to formally assess children’s ICT skills across the curriculum. A portfolio of work is sent to CCEA for moderation and pupils in P4 and P7 receive an appropriate level at the end of each Key Stage.
* Teachers keep as evidence, record of work created by children and all children store work on their folders electronically from P4-P7.
* The inclusion of ICT in half term planners will be monitored.
* Teachers record the level each child is working at in ICT, in different types of ICT, 3 times per year, termly.

Teachers will report on a child’s progress:

To the Next Teacher:

* By discussing progress.
* 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.

**Provision for Pupils with Special Educational Needs**

ICT has great potential for enhancing the learning of children with special educational needs. Teachers will be encouraged to include ICT when planning work for children with special educational needs and to use it to support his/her everyday teaching and learning strategies.

**Equal Opportunities**

All pupils will have equal opportunities to be involved in curriculum activities which involve the use of ICT, and to develop their ICT capability.

**Health and Safety**

To ensure the health and safety of pupils and staff the following guidelines will be adhered to:

* Pupils should always be supervised when using electrical equipment
* All plugs, leads, and equipment should be checked regularly and tested for electrical safety.
* When using extension leads with equipment extra care must be taken.
* Pupils should follow class rules/e-safety rules when using all technologies.
* In all classrooms consideration is given to health and safety in the location and positioning of the equipment.

**Internet**

The school has Internet access in every classroom. Any use of the Internet will be strictly in accordance with the school’s Internet Policy. Parents are made aware of this policy and asked to authorise their child’s use of the Internet with the school.

**Staff CPD**

Staff development needs are evaluated yearly and an area of focus is agreed. It is our aim to raise the level of staff competence and confidence in ICT by:

.

* Giving teachers and support staff opportunities to attend any relevant training 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.
* Working with partner schools to share expertise and avail of training sessions.
* Time given for teachers to embed new initiatives and build their confidence in delivering a variety of ICT skills.

**Role of ICT Coordinator**

The duties of the ICT co-ordinator include:

* Developing and updating the policy document for ICT.
* Highlighting areas for development of ICT within the school development plan.
* Reviewing inset needs of staff and organising suitable training opportunities.
* Attending any relevant ICT training.
* Disseminating information regarding new developments in ICT to the other members of staff.
* To support, guide and motivate colleagues- which may require the provision and training for staff.
* Monitor and evaluate the use of ICT throughout the school through informal discussions and meetings, gathering of evidence base, collective school focused wall display, classroom observations by Principal.

The role of the coordinator will be most effective when all staff are involved in the development and delivery of ICT within our school.

**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.

**Future Developments of ICT**

* To reinforce the area of Computational Thinking and Coding by providing all staff the time and support to embed the training they received from The Nerve Centre last year 21-22.
* To create a new ICT Suite within the school. Ensure the suite is resourced with enough computers to facilitate a whole class ICT lesson and is always set up and ready for each lesson.
* Empower a group of pupils to be Digital Leaders in the school.
* Staff training on using the Just2 suite of apps on My-school to enhance the teaching and learning of a variety of types of ICT.