



ICT Policy

Schedule for Developing, Monitoring and Review Policy

Approval by the Board of Governors:

November 2020

The implementation of this ICT Policy will be monitored by:

Principal and SLT
ICT Coordinator
ICT Team

Monitoring and Reviewing:

Annually, and as required following any change to ICT provision for staff and children or in breach of the policy.

Introduction

ICT comprises a variety of systems that handle electronically retrievable information. These include computers, laptops, iPads, digital resources, Interactive Whiteboards, floor robots (Beebot & SPRK+ spheros), CD/DVD 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.

Using Information and Communications Technology (U ICT) is one of three cross-curricular skills in the Northern Ireland Curriculum, with an emphasis on the use of ICT resources to enhance and enrich all areas of learning.

This policy was updated in March 2018. This outline was devised by the ICT Coordinators with the agreement of the whole staff. This policy will be reviewed on an annual basis by the Coordinators and SMT.

As part of the School Development Plan, the ICT Action Plan will be reviewed every year and will include proposals for the future development, use of resources and staff training needed.

Rationale

Why should our pupils use ICT?

- ICT can enhance and enrich pupils' learning across the curriculum;
- ICT provides pupils with learning and teaching experiences not readily accessible otherwise;
- ICT provides a vehicle for the development of pupils' creativity;
- ICT can motivate and enthuse pupils;
- ICT can empower pupils, develop their self-esteem and promote positive attitudes to learning;
- In today's information-based society, pupils need to develop ICT skills to access relevant information and become economically aware and active;
- ICT gives pupils immediate access to high quality learning materials;
- ICT has the flexibility to meet the individual needs and abilities of each pupil, catering for both low and high achievers;
- ICT promotes access for pupils with learning difficulties;
- ICT offers potential for effective group work and collaborative learning;
- ICT supports different types of learners - audio, visual and kinaesthetic.

Aims

Our aims in using ICT in Learning and Teaching are to:

- extend and enhance learning across all areas of the curriculum;

- contribute to raising standards in Literacy, Numeracy and other areas of learning;
- encourage children to select and use ICT appropriate to the task;
- collaborate effectively in sharing knowledge, ideas, thoughts and opinions;
- develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts;
- present information in new ways which help pupils to understand, engage with and use it more readily;
- give children access to a variety of sources of information;
- instil in children a sense of confidence, achievement and enjoyment;
- enable pupils to extend their learning beyond the school environment;
- ensure teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching;
- enable pupils to develop the skills of using ICT safely and responsibly in a safe learning environment;
- improved pupils' access to otherwise inaccessible areas of the curriculum.

Our aims in using ICT in Management are to:

- create, use and adapt high quality digital teaching resources;
- support communication with parents and the wider school community;
- encourage sharing of resources and good practice through ICT;
- increase professional efficiency by using collaborative ICT systems for planning, record keeping, reporting and communicating;
- enable the use of pupil performance data to inform strategic planning.

Further development of the application of ICT throughout the school will be supported by a comprehensive in-service training programme designed by the ICT Coordinators and external agencies to support classroom practice.

ICT in the Curriculum

All teachers are encouraged to use ICT where appropriate and include this in their planning. The ICT Coordinators ensure that teachers have access to a wide variety of hardware (suitable for the curricular areas and the children) as shown by audit. Training can be provided, by the ICT Coordinators, for teachers wishing to improve their ICT skills.

Since the focus of the Northern Ireland Curriculum is on 'Using' ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum.

ICT should be planned and delivered as an integral part of each curriculum area to support and enrich children's learning.

Access to ICT

All children are given equal access opportunities through management of ICT resources.

Timetabled access to networked desktops and laptops is provided through the school's computer suite and all classes have timetabled access to Key Stage iPad sets.

An audit in September 2020 identified that the following ICT resources were available for use by staff and children:

- Computer suite with 16 desktops, 16 laptops, ceiling mounted data projector, SMART interactive board, internet facilities and printers;
- Each classroom has a teacher desktop or laptop with internet and intranet use;
- All classrooms have the facility of wireless internet for laptop use (C2K) and iPad use (C2K Wireless);
- All classrooms have Promethean interactive boards and projectors;
- One Promethean Active Panel (P7D)
- An additional five smartbook touch-screen laptops are available from P7D;
- All teachers in the school, as well as several teaching assistants, have an iPad;
- Key Stage sets of iPads are currently timetabled for use within each Key Stage - 15 in KS2, 13 in KS1 and 13 in FS.

Additional resources to support the integration of ICT, which are available, are:

- 15 sets of headphones;
- 10 3.5mm plug and play microphones;
- 3 3.5mm extension leads;
- 3 3.5mm plug and play microphone splitters;
- 1 iPad compatible tripod;
- 1 Greenscreen kit;
- 1 class set of 12 and 2 individual SPRK+ programmable sphero robots.

All teachers and children in the school also have access to unlimited cloud storage space through Google Drive. This comes as part of G Suite membership which also includes access to all Google For Education apps.

Planning and Progression of ICT

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 Es - Explore (1 & 2), Express, Exchange, Evaluate and Exhibit. All children have opportunities to develop a wide range of skills and competencies suited to their age and ability as they progress through the school from P1 to P7.

All year groups have agreed upon set UICT tasks which have been chosen to ensure coverage of the 5 Es and the Desirable Features of Using ICT. A scheme of work has been designed which

includes the specific skills and teacher guidance notes required for each task. This scheme of work will be reviewed and amended as necessary or on an annual basis.

Teachers will plan for 1 CCEA assessed task to be covered in each term and will list the skills being taught through this task in their planning. They will also include the range of apps, programs and websites used in their medium-term planning to demonstrate cross curricular use of ICT. This will be submitted to the Coordinators at the end of each half term who will in turn evaluate teachers' use of ICT in teaching and learning.

Assessment and Evaluation of Using ICT tasks

- An assessment grid has been designed in line with each year group's assigned Using ICT tasks. Teachers will complete these grids as evidence of a child's capability in Using ICT;
- Assessment grids and examples of children's work will be kept in individual children's folders (hard copy). It is hoped in the future that this may progress to a digital portfolio in each child's user name.
- Children's skills in ICT will be assessed by individual class teachers.

Roles and Responsibilities

Responsibilities of ICT Coordinators

- Liaise with other members of staff to maintain the ICT policy including Acceptable Use Policy for Internet Access and E-safety policy.
- Advise on the training and support for whole staff.
- Ensure ICT is embedded in school policies and schemes of work for the various curricular areas and provide an action plan for this each year.
- Support other staff in the use and development of ICT across the curriculum.
- Maintain a co-ordinating role in the purchase of software and hardware as well as maintaining an inventory, including licenses.
- Maintain working order of desktops, laptops, interactive boards, projector, printers, iPads and other equipment to ensure teachers have access to equipment they require to deliver an innovative curriculum.
- Support staff in the assessment of Using ICT tasks.
- Keep abreast of all new developments and resources that may affect the ICT curriculum in schools and report back to the Principal and staff.
- Ensure staff use UICT skills progression grids to evaluate and access Using ICT cross-curricular skills.

Responsibilities of class teachers

- Integrate ICT throughout the curriculum, showing evidence in medium-term weekly planners.
- Highlight the importance of Online Safety and acceptable use of ICT by completing the Acceptable Use Policy with children at the beginning of each school year.
- Deliver Online Safety lessons in line with the school's Online Safety progression scheme;
- Assess children's skills against the Levels of Progression grids for UICT;

- Act on and respond to guidance and advice from ICT Coordinators.
- Implement new strategies and initiatives suggested by the ICT Coordinators.

Continual Staff Development

We recognise the need for the on-going development of ICT to reflect the constantly changing nature of technology. We have a culture of continuing professional development of all staff, including support staff as appropriate. This will be provided in accordance with the School Development Plan and based on audits of identified need as well as developments in technology.

On-going support and training will be provided by the ICT Coordinator during directed time and on Staff Development Days. This will be an on-going process to ensure that staff develop competency in applying ICT across the curriculum.

Use of the Internet

The school believes that the benefits children gain from access to the Internet far exceed the disadvantages. Ultimately, the responsibility for setting and conveying the standards that children are expected to follow, when using media and information resources, is one the school shares with parents and guardians. We feel that the best recipe for success lies in a combination of site-filtering, of supervision and by fostering a responsible attitude in our children in partnership with parents.

Children are made aware of the expectations when using the internet through our Student Acceptable Use Policies which are distributed and discussed annually.

All staff and children must sign an Acceptable Use Policy and comply with the rules laid out in the Online Safety Policy. A copy of Computer and Internet rules, differentiated by Key Stage, must be displayed in each classroom. **(See Online Safety Policy for further information).**

All staff will review and evaluate resources available on web sites appropriate to the age range and ability of the children being taught and the ICT Coordinators will assist in the dissemination of this information.

Initially the children may be restricted to sites which have been reviewed and selected for content. They may be given tasks to perform using a specific group of web sites accessed from a common 'Favourites' menu on the school 'Intranet'. Children will have the opportunity to exchange information via email and other learning environments, such as Google Apps for Education. They will be taught how to use the address book, how to attach files to an email and how to follow conventions of politeness.

As children gain experience, they will be taught how to use searching techniques to locate specific information for themselves. Comparisons will be made between researching from different sources of information, (books, WWW). We hope that children will learn to decide when it is appropriate to use the Internet, as opposed to other sources of information, in terms

of the time taken, the amount of information found and the usefulness and reliability of information located.

At times, information, such as text, photos etc. may be 'downloaded' from the Internet for use in children's presentations. Tasks will be set to encourage children to view web sites and information with a critical eye.

Children's Access to the Internet is outlined in the Online Safety Policy in **Section 3 - Management of System/Internet Access.**

Use of iPads

The focus of the iPads in Glengormley Integrated Primary School is to provide tools and resources for the 21st century learner. Excellence in education requires that technology is seamlessly integrated throughout teaching and learning. Increasing access to technology is essential to effectively prepare children for adult life, and one tool within such technology is the iPad.

The use of iPads is a way to empower children to maximize their full potential and to prepare them for independent learning. Technology immersion does not however diminish the vital role of the teacher. It has the potential to transform the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with iPads integrates technology into the curriculum anytime, anyplace. It is important to have all staff on board and fully trained in the use and administration of the iPads and aware of the Policy and procedures.

The policies, procedures and information set out below apply to all iPads used at Glengormley Integrated Primary School, including any other device considered by the administration to come under this policy. Teachers may set additional requirements for use in their classroom.

To embed iPads in our teaching and learning effectively an iPad team has been assembled. This comprises of the Principal, Mr Arnold; ICT Coordinators: Mr Mulcahy and Mrs Gilmore; two teacher representatives Mr Kelleher and Miss Lynas and the Digital Leaders. This team will hold regular meetings to discuss how the iPads are being used presently, how to further the use of the iPads and any training that is required by staff to allow these improvements in current practice to happen.

General Guidance for iPad Use

- iPads will be stored securely in an identified classroom per Key Stage;
- Nominated and trained children will transport the iPads between rooms in KS1 and KS2. Members of staff will move the iPads within Foundation Stage;
- No unsuitable material will be accessed or saved on a school iPad. This may result in the iPad being removed from a child's use for a length of time (to be decided by the ICT Coordinators/SLT);

- Children must not put passcodes on the iPad so that staff may access the content at any time;
- Staff are responsible for ensuring the iPads are charged each week and Digital Leaders will update apps on a regular basis;
- Staff should email Mr Donaghy if they require technical support with the iPads;
- Only teachers can purchase apps for school iPads;
- iPads must be returned to the teacher in charge of that set as soon as the class borrowing them has finished.

ICT Coordinator's Responsibility

It is the responsibility of the ICT Coordinator to:

- Ensure all iPads and iPad infrastructure is working properly so that the teacher can deliver a high standard of lessons;
- Assist teachers in any problems they might encounter;
- Provide training for the staff involved. (This may involve outside agencies);
- Assess recommendations from staff on purchasing Apps, approve and roll out Apps deemed appropriate for the school curriculum.
- Liaise with outside bodies to ensure the iPad use is effective and being used to its full potential.

Teacher's Responsibility

It is the responsibility of the teacher to:

- Alert the ICT Co-ordinator to any technical issues with any ICT infrastructure by email;
- Ensure the iPad is charged and ready to use when given to children;
- Ensure the iPads are returned to their charging station after their timetabled use;
- Keep a record of which children use particular iPads. It may be useful for teachers to create 'iPad Groups' in their class.

Child's Responsibility

It is the responsibility of the child to:

- Report faults or any worries about the iPad to staff straight away;
- Not to try and fix anything on the iPad themselves;
- Only access appropriate material from the internet for their work;
- Keep the iPad in its protective cover and always be gentle with the iPad.

The above guidance and information is in place to keep the children safe and keep the iPads in a usable condition while in use throughout the school day. Glengormley Integrated Primary School deems the large expenditure invested in this technology well spent for the future of our

children. Our vision for the future of our children has self-development and independence at its heart and the Governors, Staff and Stakeholders of Glengormley Integrated Primary School feel investment in technologies such as these opens avenues and doors for the children in these areas. We hope that the project will grow and both teachers and children alike will embrace the challenges and opportunities the use of technology creates.

Digital Leaders

A Digital Leaders Team has been formed from Primary 5, Primary 6 and Primary 7 children. The aim of the Digital Leaders Team is to enhance the learning opportunities for all children in school by supporting staff in the technical issues which iPads raise.

The Digital Leaders, selected through a set of skills based iPad tasks, take part in on-going training to support and develop specific areas of iPad expertise. The Digital Leaders programme will be overseen by one member of the iPad team and the areas which the Digital Leaders focus on will be chosen by the ICT Coordinators. These areas will be specific to the wider educational or practical needs of the school and its community. Three Digital Leaders will be chosen from each year group in Key Stage Two.

It is hoped that as the Digital Leaders program develops, children within Key Stage One will be given the opportunity to showcase their digital skills and capabilities by becoming Digital Leaders themselves.