



N E W C A S T L E
P R I M A R Y S C H O O L
& N U R S E R Y U N I T

ICT Policy
for
Newcastle
Primary School
&
Nursery Unit

September 2016

Purpose

This policy reflects the school values in relation to the teaching and learning of ICT. It gives guidance on planning, teaching and assessment.

Vision

Our vision is for all teachers and pupils in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching and learning.

Introduction

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

ICT is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

Newcastle Primary School meets the requirements set out within the Northern Ireland Curriculum and develops the use of the 5E's (Explore, Express, Exchange, Evaluate and Exhibit) within a range of tasks.

ICT forms part of the School Development Plan and is reviewed annually.

Current Resourcing

Newcastle Primary School is well equipped with one networked computer in the Nursery Unit, Foundation and Key Stage One classrooms. Each of the Key Stage Two classrooms have one networked computer and one pupil laptop. Each class including Nursery has access to an ipad.

Each class has access to:

- An ICT suite
- An interactive whiteboard
- A class PC
- Additional laptops
- A colour printer
- A digital camera
- A beebot, roamer or probot

- Active Primary Inspire Interactive Consoles
- Easispeaks

Aims of ICT

- To foster positive attitudes towards ICT
- To enable children to become independent users of ICT.
- To provide children with opportunities to develop their ICT capabilities in all areas.
- To promote both group work and independent learning.
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN and disabilities.
- To develop a whole school approach to ICT ensuring continuity and progression.

Strategies for use of ICT

- ICT is not taught as a distinct subject, but it is a tool to be used as appropriate throughout the curriculum
- All pupils are given equal access
- ICT is an entitlement for all pupils
- Common tasks are set that are open-ended and can have a variety of responses
- 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 through projects and homeworks which can be researched through a home computer or at the local library.

Using ICT

ICT is central to the whole curriculum and places great emphasis on purpose, i.e. using ICT to solve problems and 'get things done' in the context of an activity which has a real purpose for pupils and for their future life and work.

Teachers will need to create specific opportunities throughout the course of the year for pupils to engage with and demonstrate the skills to real life, meaningful contexts across the curriculum.

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 electronic 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.

ICT Competences

At Newcastle 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 and use information from a range of electronic sources, interrupt it and use it effectively
- Learning with ICT - applying the skills in their own learning either at school, at home or in the community.

Internet Safety

See our Safe Use of the Internet Policy

Internet access is planned to enrich and extend learning activities. The school has acknowledged the need to ensure that all pupils are responsible and safe users of the Internet. Thus an Internet Policy has been drawn up to protect all parties and rules for responsible internet use will be displayed next to each computer with Internet access.

Although the school offers a safe online environment through filtered internet access we recognise the importance of teaching our children about online safety and their responsibilities when using communication technology.

ICT and the Northern Ireland Curriculum

Literacy

ICT is a major contributor to the teaching of Literacy

- Children learn how to word process, draft, edit and revise text using physical and digital keyboards.
- Children can create, develop, present and publish ideas and opinions visually or orally.
- They learn how to improve the presentation of their work by using desk top publishing and presentational software.
- Children have opportunities to record their voice.

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.
- They also acquire measuring techniques involving positive and negative numbers, and including decimal places.
- They can explore mathematical models e.g. use of BeeBots, Probots and spreadsheets
- Children have opportunities to use interactive games e.g. Early Years Maths Pack and Primary Games.
- They can explore mathematical programmes e.g. Blackcat Logo and Scratch.

Personal Development and Mutual Understanding (PDMU) AND Citizenship

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

- They 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.
- They also gain a knowledge and understanding of the interdependence of people around the world.

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.

World Around Us

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

Using the interactive whiteboards has proved very beneficial to whole class teaching, introducing ICT activities, extending teaching and learning strategies and introducing thematic work.

Principles of Teaching and Learning

Equal Opportunities/Inclusion

- Newcastle Primary School's ICT facilities are available for use by all pupils and staff. All children are given access to ICT regardless of gender, race, physical or sensory disability. We recognise ICT offers particular opportunities for pupils with special educational needs, gifted/ talented children and children with an additional language. ICT can impact on the quality of work that children can produce and it can increase their confidence and motivation. We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. Care will be taken to ensure that all pupils, including those with Special Education Needs have equal opportunities to be involved in ICT activities. We recognise that ICT is a useful tool in the teaching of children with special educational needs as they can, through differentiation, progress at their own rate and gain great satisfaction from producing work using the computer. Support staff have access to workstations in the ICT suite to support their everyday teaching and learning strategies. We also endeavour to ensure that curriculum material and software is not gender biased. As children develop we will provide a range of increasingly challenging and appropriate activities in order to consolidate and develop ICT skills.

Differentiation

Many of the activities, which involve ICT, will be sufficiently open-ended to allow for a variety of different outcomes. Children may work individually or co-operatively in small groups or as a whole class, depending on the nature of the activity.

Progression, Monitoring, Assessing and Evaluating

At a whole school level, all staff are consulted regarding ICT issues including the inclusion of ICT within the School Development Plan and the constructing and reviewing of an Action Plan for ICT.

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 - ICT is incorporated into Play Based Learning sessions to support all curricular areas. They also have opportunities to visit the ICT suite to develop specific ICT skills.
 - (ii) In Key Stage 1 and Key Stage 2 - CCEA Using ICT tasks are assigned appropriately throughout the year groups

Monitoring

- Evidence covering all areas of ICT is kept within each pupil's folder.
- It is currently the responsibility of the ICT Coordinator to monitor the standard and progress made by each pupil by gathering appropriate evidence termly during each school year. This is in preparation for the statutory assessment of Using ICT by every teacher from P3-P7.
- Teachers will report on a child's progress within ICT to the next class teacher, parents and post primary school.
- Monitoring ICT will enable the ICT co-ordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self evaluation process identifying areas of strength as well as those for development.

Assessing

Children's use of ICT is assessed and recorded by the teacher using formative and summative assessment methods

- Formative assessment is carried out through classroom observation and questioning of pupils during each lesson based on the learning intentions and success criteria.
- Summative Assessment - see pupils' 'My Documents' folder for samples of work and sample CCEA Using ICT tasks carried out by Year3-7 pupils.
- Evidence gathered each year is assessed by the teacher and the ICT Co-ordinator.

Evaluating

- Evidence gathered each year is summarized within a self-evaluative report.

Children are given opportunities to evaluate their tasks, work and software used and exhibit their work where appropriate.

Roles and Responsibilities

ICT Co-ordinator

- It is the responsibility of the ICT Co-ordinator to assist all teachers with the implementation of this policy.
- The ICT Co-ordinator has the responsibility for the management of the resources, which are required for the implementation of this policy.
- The ICT Co-ordinator will keep up to date with current developments regarding ICT and advise staff appropriately.
- The ICT Co-ordinator will be responsible for any staff INSET in the development of ICT.
- The ICT Co-ordinator will be responsible for the updating of policy, action plans and Internet guidelines.

Class teachers

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 that pupils have access to a broad and balanced range of ICT experiences. To aid this, the lines of progression in skills, indicate the areas to be covered within each year and the extent to which subject or ICT capability is being developed.
- Ensure health and safety practices are carried out.
- Implement the 'Safe Use of the Internet' Policy within their classroom.
- Implement the 'Acceptable Use of the iPad' Policy within their classroom.

Management Information Systems

ICT enables efficient and effective access to and storage of data for the principal, teachers and administrative staff. The school complies with Education Authority requirements for the management of information in schools. We currently use SIMS which operates on the school's administrative network and is supported by C2K. The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided. All teaching staff have access digital Assessment records devised by the Assessment Co-ordinator.

Curriculum and Technical Support

Support will be provided by the Education Authority ICT Unit, which will provide advice on all aspects of software and hardware and the integration of ICT into the curriculum.

Technical support for the C2K network will be provided through the C2K helpdesk.

Health and Safety

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.
- Ideally the chair height will be adjustable to suit all the people who will use it.
- 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
- Children should not be working at the computer for more than 20 minutes without a break.

Furniture

- In classrooms the computer table should be of a height appropriate to the size of the child.

- 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.
- Computers should be positioned to avoid glare from light or windows.

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.
- Computer ventilation grills should not be locked as overheating may occur.
- It is our aim that pupils will use ICT resources safely at all times.

Review

The content, implementation and effectiveness of this policy will be evaluated and reviewed on an annual basis.

Elaine Baines June 2016