ICT Policy

2019

St. Joseph's Primary School ICT Vision

ICT allows all pupils to gain confidence and ability in an ever-changing society and prepares them for the challenge of living in a rapidly developing and evolving technological world.

We recognise that 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. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Our vision is that all teachers and learners in our school will be provided with opportunities to enable them to be confident, competent and independent users of ICT. We will provide an environment where access to ICT resources is natural and commonplace.

In doing this we will ensure ICT has a fundamental role in developing and enhancing our school's key learning aims. ICT encourages our staff and learners to work collaboratively.

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, electronic tablets, mobile phones, gaming consoles and other electronic devices.

We aim to enable our pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary to be able to use information in a discriminating and effective way.

St. Joseph's Primary School meets the requirements set out within the Northern Ireland Curriculum and develops the use of the 5Es within set tasks
- Explore (1&2)
- Express
- Exchange
- Evaluate
- Exhibit

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

St. Joseph's Primary School is equipped with networked laptops and PCs in each class along with 10 iPad held centrally.

Every class has access to
- a class PC
- a colour printer
- iPads
- an Interactive Whiteboard/Interactive touch screens
- Bee-Bots, Constructo-Bots, Pro-Bots & spheros

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. We aim to ensure that all pupils leaving primary education attain CEA levels of statutory assessment.
- Common tasks are set that are open-ended and can have a variety of responses along with use of the bank of CEA tasks.
- 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, homeworks and the use of VLEs such as Google Classroom, Fronter and C2K Newsdesk which can be researched through a home computer system, smart phone, tablet or at the local library.

Aims of ICT

- To enable children to become autonomous, independent users of ICT, gaining confidence and enjoyment from their ICT activities.
- To develop a whole school approach to ICT ensuring continuity and progression in all strands of the Northern Ireland Curriculum.
- To use ICT as a tool to support teaching, learning and management across the curriculum.
- To provide children with opportunities to develop their ICT capabilities in all areas.
- 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 maximize the use of ICT in developing and maintaining links between other schools, the local community including parents and other agencies.

Objectives

In order to fulfil the above aims it is necessary for us to ensure:
- A continuity of experience throughout the school both within and among year groups;
- The systematic progression through the Foundation Stage and Key Stages 1 and 2;
- That all children have access to a range of ICT resources;
- That ICT experiences are focused to enhance learning;
- That cross curricular links are exploited where appropriate;
- That children's experiences are monitored and evaluated;
- That resources are used to their full extent;
- That resources and equipment are kept up to date as much as possible; That staff skills and knowledge are kept up to date.

ICT Competences

At St. Joseph's 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, interpret it and use it effectively.

- Learning with ICT – applying the skills in their own learning either at school, at home or in the community.

Curriculum Development & Organisation

Our school Topic Overview will be used by each teacher and they will make adaptations to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify tasks completed (ICT), additional resources needs and to indicate whether optional activities have been undertaken**.**

Each class has desktops, laptops and access to iPads to accomplish their ICT scheme of work units. This scheme is integrated to ensure that delivery of ICT is linked to subjects and takes on board the statutory requirements of other curriculum subjects.

Interactive touch screens are located in all of the classrooms and used as a teaching resource across the curriculum. There is also a digital projector, which is ceiling mounted in the school hall.

Pupils accessing the World Wide Web

For all information related to this see St. Joseph's Primary School's Policy on the
Acceptable usage and e-Learning policy (see Appendices 1 &2). Cross references linked to esafety/Internet abuse and sexting are also highlighted in the school's Child Protection Policy.

Being safe on-line and how to deal with cyber bullying is a constant focus of ICT/PDMU lessons. Children are given guidance on how they should present themselves online in dedicated lessons and throughout other lessons. This reinforces the Preventative Curriculum linked to Child Protection and Safeguarding. As well as dedicated e-Safety lessons throughout the year we pay particular focus to e-safety during Anti-Bullying week and Safer Internet day. PSNI talks around these areas are arranged bi-annually for parents and pupils. There is also an online safety page on our school website for parents to access relevant up to date information (CEOP links).

Cyber Hygiene
Pupils and teachers are aware of appropriate online risks, and are encouraged to complete simple routine measures to minimise the risk of cyber threats. Some of the ways to combat this are:
- Having strong passwords
- Protecting personal information
- Changing passwords every 90days
- Having a well organised system for file management
- Backing up all important work

Management Information Systems (MIS)

ICT enables efficient and effective access to and storage of data for the school's management team, teachers and administrative staff.

The school complies with EA's 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 principal and secretary have access to adding results into the Assessment Module. Only trained and designated members of staff have authority and access rights to alter the data.

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.

ICT and the Northern Ireland Curriculum

Literacy

ICT is a major contributor to the teaching of Literacy

- Children learn how to draft, edit and revise text.
- 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 desktop publishing and presentational software.

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 can explore mathematical models e.g. use of BeeBots, Constructobots, Probots, spheros and spreadsheets.

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 as exemplified through the use of VLEs.
- They will be instructed on how to stay safe online and act respectfully to others e.g no personal details shared or speaking to strangers.
- 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.

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.

Inclusion

St. Joseph's 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. ICT can impact on the quality of work that children can produce and it can increase their confidence and motivation. We recognise ICT offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language. ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can:
* increase access to the curriculum;
* raise levels of motivation and self esteem; improve the accuracy and presentation of work;
* address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. The school endeavours to provide appropriate resources to suit the specific needs of the individual or groups of children. We have purchased software to support SEN children in both Reading (Bug Club) and Maths (Mathletics). In KS2 SEN children with dyslexia use 'Read & Write' software to help with reading and spelling.

Progression, Monitoring, Assessing and Evaluating

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 – tasks developed within each year group within existing curricular areas.
    ii. In Key Stage 1 and Key Stage 2 – tasks from the UICT tasks are assigned appropriately throughout the year groups.

Monitoring
* Evidence covering all areas of ICT are gathered within each pupil's assessment book and stored digitally.
* The ICT co-ordinator monitors the standard and progress made by each pupil by gathering appropriate evidence of levelled samples during each school year. Each teacher from P3-7 has been trained in statutory assessment of Using ICT using internal standardisation annually.

Assessing
* ICT is assessed for the Pupil Portfolio (assessment books and digital samples).
* Evidence gathered each year is assessed by teachers and the ICT Co-ordinator.
* A summary sheet is used as record details of the assessment activity along with E's covered and desirable features. We aim to build on this process by developing and

maintaining pupil skills self-evaluations and show lines of progression within specific desirable features.

Evaluating
- Evidence gathered each year is summarized within a self-evaluative report in the ICT action plan.
- Co-ordinator's annually report to the school's BOG relating to the action plan.
- Co-ordinator works along side a link Governor and they meet mid year to complete interim evaluations.

Roles & Responsibilities

Senior Management

The overall responsibility for the use of ICT rests with the senior management of a school. The Principal, in consultation with staff:
- determines the ways ICT should support, enrich and extend the curriculum;
- decides the provision and allocation of resources ;
- decides ways in which developments can be assessed and records maintained;
- ensures that ICT is used in a way to achieve the aims and objectives of the school;
- ensures that there is an ICT policy and identifies an ICT co-ordinator.

ICT Co-ordinator

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school.
The ICT coordinator will be responsible for
- raising standards in ICT as an assessed subject within the Northern Ireland Curriculum;
- facilitating the use of ICT across the curriculum in collaboration with all subject coordinators;
- providing or organising training to keep staff skills and knowledge up to date;
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources;
- monitoring the delivery of the ICT curriculum and reporting to the principal and BOGs on the current status of the subject.

The Subject Co-ordinators

There is a clear distinction between teaching and learning in ICT and teaching and learning with ICT. Subject co-ordinators should identify where ICT should be used in their subject planners. This might involve the use of short dedicated programs that support specific learning objectives or involve children using a specific application which they have been taught how to use as part of their ICT study and are applying those skills within the context of another curriculum subject.
Subject co-ordinators work in partnership with the ICT coordinator to ensure all Northern Ireland Curriculum statutory requirements are being met with regard to the use of ICT within curriculum subjects.

The Classroom Teacher

Even though whole school co-ordination and support is essential to the development of ICT capability, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the co-ordinator in the monitoring and recording of pupil progress in ICT.

<u>**Home School L inks**</u>

Children are given the option to complete some homework tasks, when appropriate, using ICT out of school. Teachers are sensitive to the fact that children may not have access to ICT or may not wish to use it to complete tasks out of school. Children have weekly homeworks linked to their reading online (Bug Club) and mathematics topics (Mathletics).

We have a school website and Facebook page which promotes the school's achievements as well as providing information and communication between the school, parents and the local community.

<u>School Liaison, Transfer and Transition</u>

The school is connected to the C2K intranet which enables the transfer of information electronically.

Email is used frequently to liaise with the EA SER, DENI, other schools and, where possible, parents. The school also uses an SMS text alert service to communicate alerts to parents. Seesaw is used to create individual pupil journals to strengthen home-school links celebrating children's learning and achievements.

Future developments regarding our school management information system have enabled the transfer electronically of data to aid transfer and transition to or between or within schools.

<u>Health & Safety</u>

Each year an annual inspection of all electrical equipment in school will be carried out. In addition all staff should ensure that computers and other equipment in the classrooms are kept in working order, that all wires are safely tucked away and that defective equipment is out of reach of children. Teachers will seek to provide a safe environment by adhering to the following guidelines:

- younger pupils should not switch on the power at the mains. Older (KS2) children should be made aware of the dangers of electricity and how to safely plug in and switch on equipment.
- Each class should establish its own rules about safety including not eating or drinking near the computer.
- Equipment should be situated away from water, radiators or magnets.
- Pupils should always be supervised when using electrical equipment.
- Pupils should not normally work in front of a computer screen for longer than half an hour at any one time.
- All computer screens should be at eye level for children.

We will operate all ICT equipment in compliance with Health and Safety requirements. Children will also be made aware of the correct way to sit when using the computer and the

need to take regular breaks if they are to spend any length of time on computers. The school also has an 'e-Safety Policy' document.

The Health and Safety at Work Act (1 January 1993), European Directive deals with requirements for computer positioning and quality of screen. This directive is followed for all administration staff. Whilst this legislation only applies to people at work we seek to provide conditions for all children which meet these requirements.

Appendix 1

Acceptable use of the Internet and Digital Technologies in St. Joseph's Primary School

October 2019

Acceptable use of the Internet and Digital Technologies in St. Joseph's Primary School

Introduction

At St. Joseph's we aim to provide an excellent standard of education for all our children. As part of this commitment we aim to deliver education in an atmosphere of safety, fairness and equality. In the area of ICT (Information and Communication Technology) there are some concerns regarding issues relating to safety and child protection. The Board of Governors will ensure that St. Joseph's Primary school has a policy on the safe, healthy, acceptable and effective use of the Internet and other digital tools e.g. digital cameras, mobile phones, tablet devices and gaming hand-helds which have downloadable capabilities e.g. Nintendo DS Lite or PSP's. They also promote safe and acceptable practices for all staff and pupils.

Advice for Parents

It should be noted that the school's access to the internet is an intranet, which is different from the internet you have at home. An intranet is a list of websites that have been censored and deemed suitable by the Department of Education. Websites which are deemed unsuitable (such as content of an adult nature) are blocked and cannot be accessed by staff or pupils. Our system is filtered and monitored and all users are aware that how they use the internet can be traced.

While in school, teachers will guide pupils toward appropriate materials on the internet. Outside school, parents or guardians bear the same responsibility for such guidance as they would normally exercise with information sources such as internet, Youtube, television, smart phones, movies, radio and other media. There are links, up to date information and videos on cyber safety guides for parents on our website.

General

- Use of ICT in the Northern Ireland education community must be in support of the aims and objectives of the Northern Ireland Curriculum

- All users must comply with all copyright laws

- All users must limit their use of the Internet for school related purposes – examples of this include the use of email, the use of the Internet to investigate and research school subjects and staff using the Internet to further develop their professional development

- All users are expected to behave in an appropriate manner when communicating with others

- All users must be aware that the use of the Internet in schools is a privilege and not a right and this privilege will be withdrawn if it misused

- All users must respect the hardware and software that has been made available to them

- All users must respect the work of others

Pupils

- Pupils must agree to the appropriate 'Code of Conduct' for their age annually.

- Pupils must not enter the folders or files of anyone else

- Pupils must be aware that teachers have the right to enter any pupil folder in their own class

- The ICT Co-ordinator and Principal reserve the right to enter any pupil's folder

- Pupils must not use the Internet for unapproved purposes

- P3-7 pupils change their password every 90 days and are reminded to give 'strong' passwords which they will not disclose to others

- Pupils should be discouraged from bringing mobile phones and hand-held gaming consoles with downloadable capabilities to schools on the grounds that they:

    - are valuable and may be lost or stolen.
    - are capable of storing images that are inappropriate

Parents

- Parents should counter sign their child's 'Code of Conduct' annually

- Parents should be aware that the access to the Internet provided to staff and pupils in school has limiting security features

- Parents should be aware that the use of the Internet in school is closely monitored by staff

- Parents should be aware that there will be no use of the Internet without the supervision of staff and that this will be in full view of others, e.g. the classroom or the library

- Parents should, in co-operation with staff, make pupils aware of the rules and expectations within this document

- Parents should be aware that the use of ICT is complimentary to the teaching already done – i.e. the use of computers in the classroom is a tool

- Parents should be aware that children's full names will not be available online at any stage but some indication of work they do could be added to any online work that becomes available on the school website

- Parent should be aware that no photographs of pupils will be available online without parents giving their permission and group photographs will be used mainly

- Parents should discourage pupils from bringing mobile phones to school on the grounds that Internet access becomes very difficult to police

- Parents should also be aware that social networking sites such as Facebook adhere to a strict 'over 13's' age policy.

- Parents should be aware that some hand-held gaming consoles have downloadable capabilities (e.g Nintendo DS Lite or PSP's). St. Joseph's discourages these consoles being brought to school (only during 'Golden Time' termly under teacher supervision).

Addendum

- Network administrators reserve the right to review files and communications to maintain system integrity and ensure that the users are using the system responsibility – they will respect the right to privacy whenever possible

- Any parent or member of staff who wishes to discuss this document can put any questions to:-

Mrs Laura Fitzsimons (Principal)

- This document is based on
St. Joseph's P.S ICT Policy
Acceptable Use of the Internet and Digital Technologies in Schools
(DENI Circular 2007/1 – 18 June 2007)

Appendix 2

St. Joseph's Primary School eLearning Policy

What is e-Learning ?

This is learning that is made possible and supported through the use of Information and Communications Technology (ICT) in school and at home. Whatever the technology being used by the individual learner, it is at the core of the educational journey. Undoubtedly, eLearning involves engaging in a wide range of learning activities, both inside and outside school, including the use of ICT to support life-long-learning for families. Schools involved in eLearning use a mixture of familiar learning techniques and traditional methodologies combined with e-learning that is delivered entirely online.

What is a VLE ?

We will be developing the use of Virtual Learning Environments (VLE) in St. Joseph's. We are using the computer-based learning environment called 'My School' containing 'Fronter', 'Newsdesk' and Google Classroom run by C2K. The advantage of online learning means that it can be accessed from any computer with internet access in the world.

What is in 'My School'?

My School is an online tool that has some of the following features:

- communication tools (email, bulletin boards and chat rooms);
- collaboration tools (online forums, intranets, electronic diaries and calendars);
- tools to create online content and courses;
- online assessment and marking;
- controlled access to curriculum resources; e.g. Newsdesk, online educational videos and an area to store files.

eLearning in our school:

The school has a managed computer service supported by C2K which provides us with computers in every classroom, a number of high quality laptop computers and 10 iPads. Each classroom has an Interactive Touch Screen. We have a wireless network that allows children to access their individual documents, the internet and the local printer to support their eLearning skills development.

eLearning at Home:

If you have an internet connection at home, you child will be able to access My School and thus interact in a safe and controlled way.

eLearning with other schools:

It is hoped that through Fronter, Newsdesk and Google Classroom, online discussions with other Northern Ireland schools and our Shared Education partner schools will begin to develop and then links to schools further afield.