



BALLYORAN PRIMARY SCHOOL

ICT Policy

Reviewed November 2021

Information and Communications Technology (ICT)

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.

The focus on Using ICT means that pupils should have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum. This includes:

- Collaborating inside and outside the classroom;
- Sharing and exchanging work; and
- Exhibiting and showcasing their learning.

(CCEA 2016)

Education Technology

When ICT (Information Communications Technology) resources are used within an educational context for the purpose of enhancing teaching and learning we say we are using Education Technology.

The Department of Education document A Strategy for Education Technology in Northern Ireland states that there is a need for schools:

“To develop awareness of how ICT can be used as an integral part of the processes and the management of teaching and learning, to enhance and enrich education and add to its enjoyment, to provide access to electronic information sources and interactive learning resources and to encourage learners in the research, flexible and effective forms of learning that will contribute to their growing capacity to learn and will stand in good stead in later life”.

1. The Role of ICT in the Curriculum

Using ICT, along with Communication and Using Mathematics, is one of the three statutory Cross-Curricular Skills that form part of the Northern Ireland Curriculum. As a school we must assess and report on all three using the Levels of Progression

As a Cross-Curricular skill, ICT is not therefore intended to be taught as a separate subject but rather should be used to enhance and enrich teaching and learning across the curriculum.

The Five Es

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills to:

Explore

Pupils should be enabled to:

- Access, select, interpret and research information from safe and reliable sources.
- 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 responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Exchange

Pupils should be enabled to:

- Communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

Pupils should be enabled to:

- Talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

Exhibit

Pupils should be enabled to:

- Manage and present their stored work and showcase their learning across the curriculum using ICT safely and responsibly.

2. Vision for ICT

ICT is a powerful tool which is central to the educational process. The staff at Ballyoran Primary School recognise the potential of ICT at the heart of the curriculum in terms of teaching and learning and as a core competence for young people. We continue to develop our own personal ICT skills through ICT training to raise the profile of ICT within our school and enthuse pupils. Through PRSD we aim to develop and strengthen the use of ICT to support learning and teaching. We want our pupils to become independent, autonomous learners who are confident and competent in using technology. We are aware of the rapid development and the increasing complexity and range of uses of ICT and interactive technologies in schools.

Philosophy/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 provide children with the knowledge of different applications of ICT recommended by CCEA as desirable features and internet technologies (including E-Safety 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 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.
- To give opportunities to explore, present and share their own ideas and findings, using a wide range of technologies.

3. 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 - Hardware and Software
- The Internet and E-mail
- CD Players
- Recording devices: microphones, talking tins, talking books (Foundation Stage)
- Headphones
- Cameras – including digital video cameras
- Telephone
- Programmable coding devices – Bee-Bot and EARL
- Interactive Panels
- iPads

As children progress from Year 1 to Year 7 they are given opportunities to experience and use a variety of these ICT resources.

Resource Provision and Organisation

Ballyoran Primary School has a networked ICT system consisting of

- 48 Dell PCs,
- one HP laserjet Stand Alone printer and 2 Kyocera Taskalfa Photocopier/printers,
- 16 laptops for classroom use (Dell or HP Probook),
- Four laptops for teacher use at home,
- Ten Google Chromebooks available for children to use during periods of remote learning,
- 19 7th Generation 126GB teacher iPads,
- 13 16GB iPads available for use throughout the school,
- One Apple Mac laptop for use with iPads.
- 15 interactive panels throughout the school,
- Programmable coding devices such as Bee bots, EARL, Roamers and microphones.

Organisation of Resources

- All classrooms are equipped with one C2K Dell desktop computer and one Dell Laptop both of which provide connection to the Internet.
- Every teacher has been assigned their own iPad which can be used to support teaching and learning and also as a camera for photographs.
- Wi-Fi is available throughout the school. Teachers and children can connect laptops and iPads to the Wi-Fi when required. Merus are positioned around in open areas around the school, in the ICT suite and in every classroom.
- All classrooms are equipped with an interactive panel.
- All C2K desktop computers provide a range of apps to suit curriculum needs. Teachers select and use apps appropriate to children's needs and abilities, taking into account progression from Year 1- Year 7.
- Each classroom has a set of headphones.
- Through the network there are shared printing facilities. Printers are located in a central resource area which is accessible by all teachers and pupils.
- 28 PCs are located in the ICT suite. Each class is timetabled to use the ICT suite at least twice per week. Headphones are also available in the ICT suite.
- Laptops are available for use on network, standalone classroom use and for home use.
- Teachers may connect laptops to network points or via Wi-Fi in order to carry out personal research, planning etc.
- Each Key Stage, including Nursery, also have access to a shared set of iPads which are timetabled to allow classes to have access to them at least once per week.

- Classes have their own ICT resources which are appropriate for their year group e.g. In Foundation Stage all classes have access to a Bee Bot and Talking Tins for recording.

4. Access

Pupil Access

- Through C2K computers all pupils have access to a range of apps/links appropriate to their curriculum needs and learning needs.
- All pupils are provided with their own individual username and passwords to log on to the computers.
- Through C2K computers all children have access to filtered Internet.
- Through the network children in each classroom have access to both colour and black and white printing facilities.
- Children may have access to additional laptops and desktop computers positioned in resource areas, Intensive Support rooms and the ICT Suite.
- Children have access to a shared set of 13 iPads which are centrally stored and can be connected to the internet via Wi-Fi.

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.

Specialist Equipment

- Where appropriate, some pupils with Special Educational Needs have access to specialist apps and links on desktop computers, laptops and iPads.

Teacher Access

- All teachers and classroom assistants have access to the C2K system via their individual username and password.
- Through C2K desktop computers and laptops all teachers and classroom assistants have access to apps and links appropriate to their curriculum planning needs and classroom practice.
- Through C2K desktop computers and laptops all teachers and classroom assistants have access to the Internet.
- All teachers have access to laptops available for use on the network and for home use.
- All teachers have access to ICT equipment such as interactive panels and iPads to facilitate a variety of teaching approaches.

Classroom Management of ICT Resources

Where appropriate, children will have opportunities to use ICT resources to carry out:

- Individual work
- Group activities where children will generally work in pairs when using resources. 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 using ICT resources.

- Whole class activities where children may share in a computer-led activity where an interactive panel is used or where there is access to a computer suite.
- All children will have planned opportunities to use ICT resources.
- ICT related tasks will be differentiated appropriately.
- A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills in a range of contexts.
- The computer will not be used as a reward for the child who has completed his or her work first.

5. Planning, Monitoring and Evaluation

Planning at a Whole-School Level:

- The Principal, Senior Leadership Team, ICT co-ordinators and all teaching 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-ordinators and is reviewed by all SLT and BOG as appropriate.
- ICT progression works hand in hand with the Northern Ireland Curriculum and will be discussed regularly at staff meetings.

Planning at Year-Group and Class Levels

- All seven Desirable Features provided by CCEA will be covered throughout Years 1 to 7. A yearly overview will be provided by the ICT co-ordinators to ensure progressing throughout the school.
- A separate ICT Planner is then written by all teachers every two months and includes one ICT task to ensure children are taught a range of ICT skills through the desirable features.
- Teachers meet together in Key Stage groups or year groups to discuss and review progress, share experiences of using ICT, look at samples of children's work, level samples of work and discuss effectiveness of planning.
- Alongside this ICT is embedded into curriculum planners in all subject areas.

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.
- An ICT Check List of skills, knowledge and understanding for each pupil is completed by the teacher throughout the year.
- Summative assessment methods - collecting samples of children's work using ICT, which are stored electronically on RM staff. Teachers assess and level each piece of work and store it electronically in an ICT folder under the appropriate level.

- At the end of KS1 and KS2 children's work will be formally assessed and given an appropriate level using CCEA Using ICT Levels of Progression.

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 and levels achieved
- ICT Skills Checklist

To Parents/Carers:

- By informal discussion during Parent Teacher meetings
- By a formal comment regarding ICT Competence on the child's written Annual Report
- In Year 4 and Year 7 teachers will give each child a level on their competence in ICT which is recorded on their Annual school report.

Provision for 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 specialist hardware equipment such as a touch screen, a big mouse, big keyboards will be made available to meet a child's needs.
- Where appropriate teacher will develop resources 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.

Teachers should research and download Apps to support children with special needs through the use of their classroom iPads.

6. Equity of Access

All children will have equity of access to the use of ICT across the curriculum. Ballyoran Primary School will guard against gender stereotyping with encouragement given to both girls and boys to engage in ICT related activities. Children of all ages, ability levels and backgrounds will have equal access to ICT resources.

It is important that children who do not have ICT resources at home should not be disadvantaged. To seek to facilitate this, provision is made to permit the use of computers beyond normal school hours through Homework Clubs, Computer Clubs and time set aside within the school day.

7. Health and Safety

Each classroom has rules for safe use of the computers and iPads devised and discussed with children and displayed in their room.

The school has a separate e-Safety Policy which is regularly 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. 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 looking down at the screen with the top of the screen roughly at their eye level.
- 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.

Furniture

- The computer table or bench should be of a height appropriate to the size of the child (lower benching in Nursery, Foundation Stage and Key Stage 1).
- The monitor should be kept well back from the front edge of the table or bench.
- There should be space on the computer table or bench for the keyboard to sit in front of the monitor.
- There should be enough space on the computer table for a mouse mat to be used.
- 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.
- 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.

8. E-Safety

In Ballyoran Primary School we believe that the Internet and other digital technologies are important educational resources which when used appropriately and effectively, enhance teaching and learning. We believe that the Internet is vital for life-long learning and an essential resource for children as they grow up in the modern world. We also recognise the importance of e-safety. Therefore the education of pupils in E-safety is an essential part of the school's e-safety provision. Children need the help and support of the school to recognise and avoid e-safety risks and build their resilience. We have our own e-safety Policy which sets out the practices for the safe and effective use of the Internet in Ballyoran Primary School. The policy applies to all members of Ballyoran Primary School including staff, pupils, parents, carers, visitors and community users who have access to and are users of school ICT systems, both inside and outside of school. It is hoped that all members of the school community will be responsible users of digital technologies, who understand and follow school policy

9. ICT in the Home and in the Community

A school email address is provided for parents and the community. We have a school website which promotes achievements in school, as well as providing information and communication between school, parents and the local community. Parents and carers are informed of recent school updates through the use of The School App.

An increasing number of children have access to computers 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.

As indicated in our approach to equity of access, children who do not have ICT resources at home should not be disadvantaged. To seek to facilitate this provision is made to permit the use of computers beyond normal school hours through Homework Clubs, Computer Clubs or time set aside within the school day.

10. 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.

11. Roles and Responsibilities

Senior Management

The overall responsibility of the use of ICT rests with Senior Management. The Principal, in consultation with staff will:

- Ensure ICT is always a priority on the School Development Plan.
- Determine the ways ICT should support, enrich and extend the curriculum.
- Decide the provision and allocation of resources.
- Decide ways in which developments can be assessed and records maintained.
- Ensure ICT is used in a way to achieve the aims and objectives of the school.
- Ensure there is an ICT Policy and E-Safety policy and an identified ICT co-ordinator.
- Ensure the Board of Governors are kept up to date with ICT developments.

The Role of the ICT Co-ordinator

The role of the ICT co-ordinator seeks:

- To hold responsibility for ICT throughout the school.
- To have a clear vision for the development of ICT and provide effective strategic leadership.
- To liaise with SLT in order to set targets to raise standards in children's use of ICT and to improve ICT provision.
- To work in collaboration with all staff to review practice and identify priorities for the development of ICT through a rigorous process of self-evaluation.
- To have an Action Plan in place for ICT on annual basis and evaluate the same.
- To ensure ICT planning is in place throughout the school.
- To guide and support teachers throughout the school in the effective use of ICT on a cross curricular basis and provide a model of good practice in using ICT to enhance learning and teaching.
- To revise and update the school's ICT Policy and Internet Safety Policy when necessary.
- To encourage, organise and lead, where appropriate, staff development and training in ICT.
- To monitor, evaluate and review the delivery of ICT and the progress and achievement in the children's ICT skills.
- To liaise with subject co-ordinators and SENCO in developing the use of ICT to support learning and teaching across the curriculum.
- To ensure a whole school system of assessment and recording of children's ICT skills.

- To draw up a timetable for the ICT Suite.
- To carry out the responsibilities of C2K Manager.
- To manage all ICT resources in the school including the ICT Suite and all audiovisual equipment and be responsible for the requisition of all ICT resources.
- To lead the implementation of E-safety procedures within school.
- To advise on, organise and operate any ICT needs relevant to the whole school e.g. Productions Open Nights etc.
- To be responsible for the school inventory and to keep same up to date, presenting it to the Board of Governors annually.
- To keep up to date with current developments in ICT and new technologies and disseminate to colleagues as appropriate.
- To engage in and maintain links with outside agencies such as CCEA and C2K.
- To keep the Principal informed on ICT matters as necessary.

The Responsibility 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 and 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

12. Remote Learning

The Covid-19 pandemic introduced a completely new way of doing things in all aspects of society. Schools were no different and the crisis led to the swift introduction of Remote Learning in all schools to allow pupils to learn at home during school closure. At Ballyoran Primary School we use the following online platforms to support Remote Learning:

- Nursery: See Saw
- Years 1 – 7: Google Classroom

See Remote Learning Policy for more details.

13. Links to other Policies:

- E Safety
- Internet Safety
- Pastoral Care
- Safeguarding & Child Protection
- Positive Behaviour Management
- Healthy and Safety
- Use of images
- Assessment
- SEN
- Learning and Teaching

- Remote Learning

14. Policy Review

As ICT resources increase and pupil and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness. This Policy will be reviewed on a regular basis.