



BALLYORAN PRIMARY SCHOOL

ICT Policy

Reviewed April 2026

Using Information and Communications Technology

Information and Communications Technology across the curriculum has the potential to transform and enrich pupils' learning experiences and learning environments. It can empower pupils, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to enhance pupils' thinking skills, providing opportunities for them 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.

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

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

(CCEA, 2016)

Education Technology

When Information and Communications Technology (ICT) resources are used within an educational context to enhance teaching and learning, this is referred to as Education Technology.

The Department of Education document *A Strategy for Education Technology in Northern Ireland* highlights the need for schools:

“To develop awareness of how ICT can be used as an integral part of the processes and 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 to engage in research-based, flexible and effective forms of learning that will contribute to their growing capacity to learn and equip them well for later life.”

Vision for ICT

At Ballyoran Primary School, staff recognise the central role of ICT within the curriculum as a key tool for teaching and learning, and as an essential core skill for young people. We are committed to developing our own ICT competence through ongoing professional learning, ensuring that technology is used effectively to enhance pupil engagement and achievement across all areas of the curriculum.

Through PRSD, we continuously reflect on and strengthen our use of ICT to support high-quality learning and teaching. Our aim is to empower pupils to become independent, confident and competent users of technology, capable of learning autonomously in an increasingly digital world. We acknowledge the rapid pace of technological development and remain proactive in adapting our practice to reflect the evolving nature and expanding possibilities of ICT and interactive technologies within education.

Rationale

The use of digital technologies within Ballyoran Primary School is underpinned by the following rationale:

- Provides opportunities to enhance and enrich children's learning experiences across the curriculum
- Presents information in new ways, supporting pupils to understand, assimilate and apply learning more readily
- Gives pupils access to immediate and up-to-date sources of information
- Motivates and enthuses pupils
- Allows pupils to work at their own pace
- Supports effective individual, group and whole-class learning
- Develops key skills for life
- Encourages research-based, flexible and effective learning, contributing to lifelong learning

Aims

Through the effective use of ICT, Ballyoran Primary School aims to enhance learning, raise standards and equip pupils with the digital skills needed for life and learning in a modern world.

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.

The Role of ICT in the Curriculum

Using ICT, alongside Communication and Using Mathematics, is one of the three statutory Cross-Curricular Skills within the Northern Ireland Curriculum. Ballyoran Primary School assesses and reports on all three using the Levels of Progression. As a cross-curricular skill, Using ICT is not taught as a discrete subject. Instead, it is embedded throughout the curriculum to support, enhance and enrich teaching and learning across all areas.

The Five Es

Across the curriculum, and at a level appropriate to their ability, pupils should develop their Using ICT skills through planned opportunities which support the 5 Es of Using ICT: Explore, Exchange, Express, Evaluate and Exhibit, enabling them to apply their digital skills purposefully in a wide range of learning contexts.

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.

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.

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.

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.

ICT Resources

The ability to use ICT effectively is a vital skill in modern society. ICT encompasses a wide range of equipment and technologies that enable users to communicate, collaborate and manipulate information electronically. At Ballyoran Primary School, a variety of ICT resources are available to support high-quality learning and teaching across the curriculum.

These resources include:

- Desktop and laptop computers, including appropriate hardware and curriculum-supporting software
- Filtered internet access and school email systems, used to support research, communication and collaboration
- Headphones to support independent and differentiated learning
- Programmable and coding devices, including Bee-Bot and micro:bits
- Interactive panels to support whole-class teaching and interactive learning
- iPads, used to support creativity, collaboration and cross-curricular learning
- Telephone facilities

As pupils progress from Year 1 to Year 7, they are provided with planned and progressive opportunities to access and use a wide range of these ICT resources, supporting the development of their digital skills, confidence and competence in line with the Northern Ireland Curriculum.

- Ballyoran Primary School benefits from the Education Authority's next-generation wireless network, delivered through the EdIS programme. This Cisco Meraki Wi-Fi system provides secure, reliable and high-capacity connectivity to support teaching, learning and digital innovation across the school.
- All classrooms are equipped with a C2k Dell desktop computer and a Windows Surface Pro device, both of which provide secure internet access.
- C2k desktop computers provide access to a range of curriculum-appropriate applications and software. Teachers select and use suitable apps based on pupils' needs and abilities, with regard to progression from Year 1 to Year 7.
- All classrooms are equipped with an interactive panel to support whole-class teaching, collaboration and pupil engagement.
- Every teacher has been assigned an iPad to support teaching and learning, professional practice, and the recording and documenting of evidence.
- A dedicated ICT Suite has been established, equipped with 34 Dell laptops. Each class is timetabled to access the ICT Suite at least twice per week. Headphones are also available to support focused and independent learning.
- Sets of iPads are timetabled for use throughout the school, including a dedicated set for Foundation Stage and a further set for Key Stage 1 and Key Stage 2 pupils.
- A set of Chromebooks is available across Key Stage 2 classes, supporting classroom-based learning and digital skills development.
- Programmable and coding devices, including Bee-Bots and micro:bits are available for use throughout the school to support computational thinking and problem-solving.
- Shared printing facilities are provided through the school network. Printers are located in a central resource area and are accessible to staff and pupils.

Access

Pupil Access

- Through the C2k system, all pupils have access to a range of applications and links appropriate to their curriculum and learning needs.
- All pupils are provided with an individual username and password to access school computer systems.
- Pupils have access to a filtered and secure internet service through C2k computers in line with safeguarding requirements.
- Through the school network, pupils have access to both colour and black-and-white printing facilities within their classrooms.

- Additional laptops and desktop computers are available in resource areas, Intensive Support rooms and the ICT Suite, as appropriate.
- Pupils have access to shared sets of iPads, which are centrally stored and connected to the internet via the school Wi-Fi network.

Pupil Assistance and Supervision

- Pupils use ICT resources under the guidance and supervision of the classroom teacher or classroom assistant.
- Use of the internet is always supervised, in accordance with the school's E-Safety and Acceptable Use Policies.

Specialist Equipment

- Where appropriate, pupils with Special Educational Needs may access specialist applications, software and online resources on desktop computers, laptops and iPads to support learning and inclusion.

Teacher and Staff Access

- All teachers and classroom assistants have access to the C2k system through individual usernames and passwords.
- Through C2k desktop computers and laptops, teaching and support staff have access to curriculum-appropriate applications, software and online resources to support planning and classroom practice.
- Teaching and support staff have secure access to the internet via C2k devices.
- Teachers have access to laptops for use on the school network and, where appropriate, for home use.
- Teachers have access to a range of ICT equipment including interactive panels and iPads to facilitate a variety of teaching and learning approaches.

Classroom Management of ICT Resources

Where appropriate, pupils are provided with regular and planned opportunities to use ICT resources in a range of teaching and learning contexts, including:

- Individual work, enabling pupils to develop independence and confidence in using ICT.
- Paired and small-group activities, where pupils generally work in pairs when using ICT resources. To ensure that all pupils are fully engaged on task and can view screens comfortably, no more than three pupils will work together using a single ICT device.

- Whole-class activities, where pupils participate in computer-led learning using interactive panels or within the ICT Suite.
- All pupils will have planned and equitable opportunities to use ICT resources as part of their learning across the curriculum.
- ICT-related tasks are appropriately differentiated, taking account of pupils' age, ability and learning needs.
- A wide range of ICT opportunities is planned across curriculum areas to allow pupils to develop and apply their digital skills in meaningful contexts.
- ICT resources are used purposefully to support learning and teaching and will not be used as a reward for pupils who complete work early.

Planning, Monitoring and Evaluation

Planning at Whole-School Level

- The Principal, Senior Leadership Team, ICT Co-ordinator and teaching staff work collaboratively to ensure ICT is effectively embedded within the School Development Plan.
- In consultation with staff, an annual ICT Action Plan is developed and reviewed by the ICT Co-ordinator. The Action Plan is shared with teaching staff and the Board of Governors at the beginning of each school year.
- ICT progression is aligned with the Northern Ireland Curriculum and is discussed regularly at staff meetings to ensure consistency and continuity across the school.

Planning at Year Group Levels

- The CCEA Desirable Features of Using ICT are covered progressively from Year 1 to Year 7. The ICT Co-ordinator provide a yearly overview to support continuity and progression across year groups.
- Teachers complete a separate ICT Planner on a two-monthly basis, which includes a minimum of one planned ICT task to ensure pupils are taught a broad range of ICT skills across the Desirable Features.
- Teachers meet in Key Stages to review progress, share experiences of using ICT, moderate and level samples of children's work, and evaluate the effectiveness of planning.
- In addition, ICT is embedded within curriculum planners across all subject areas, ensuring meaningful and purposeful use of technology to support learning.

Assessment of Using ICT

Assessment of pupils' Using ICT skills will be embedded within learning across the curriculum and will align with current Department of Education statutory assessment arrangements and CCEA guidance. Teachers will use a range of formative and summative approaches, including observation, questioning, discussion and evaluation of pupils' digital work, to inform planning, progression and reporting.

Assessment evidence will be used to support transition between classes and key stages and to inform communication with parents and carers. The school will adapt assessment practices as required to reflect ongoing curriculum and assessment reform. Assessment reflects pupils' ability to Explore, Exchange, Express, Evaluate and Exhibit their learning using ICT across a range of contexts. Assessment judgements are supported through discussion and moderation within year groups and across key stages to ensure consistency. Assessment outcomes contribute to whole-school self-evaluation and inform future planning and provision in Using ICT.

Reporting and Communication

Teachers will report on pupils' progress in ICT in the following ways:

To the Next Teacher

- Through professional discussion regarding pupils' progress in ICT
- By sharing and discussing samples of pupils' work from their digital portfolios
- By sharing information on ICT skills developed and levels achieved
- By discussing the completed UICT Pupil Progress form.

To Parents/Carers

- Through informal discussion at Parent–Teacher meetings
- Through a formal written comment on UICT competence in the child's Annual Report
- In Year 4 and Year 7, pupils are assigned a Using ICT level, which is recorded in the Annual School Report in line with CCEA guidance

Provision for Pupils with Special Educational Needs

Ballyoran Primary School recognises the potential of ICT to support and enhance learning for pupils with Special Educational Needs. ICT is used to support inclusion and to meet individual learning needs wherever appropriate.

- Specialist hardware and equipment is provided where required to meet individual needs.
- Teachers develop and adapt ICT resources and activities to support pupils' learning, as appropriate.
- Where pupils with Special Educational Needs are taught in withdrawal groups, they have access to suitable ICT resources to support learning.
- Teacher will research and select appropriate apps to support pupils with Special Educational Needs using classroom iPads and other digital devices.

Equity of Access

Ballyoran Primary School is committed to ensuring equity of access to ICT for all pupils across the curriculum. All children, regardless of age, gender, ability or background, are provided with equal opportunities to access and use ICT resources as part of their learning.

The school recognises that not all pupils have access to ICT resources at home and is committed to ensuring that no child is disadvantaged as a result. To support this, pupils are provided with opportunities to access ICT beyond normal lesson times, including through after-school clubs such as Coding Club and Minecraft Club.

Health and Safety

Ballyoran Primary School is committed to ensuring that ICT resources are used safely, responsibly and appropriately, with due regard given to health, safety and safeguarding in all learning environments.

- Each classroom has agreed rules for the safe and responsible use of computers and iPads, which are developed in discussion with pupils and clearly displayed within the classroom.
- The school has a separate E-Safety Policy, which is shared with and regularly discussed with pupils to promote safe and responsible use of technology.
- Health and safety considerations are considered in all classrooms, particularly in relation to the positioning, use and management of ICT equipment.

The following health and safety issues are addressed when using ICT equipment in the classroom:

Position and Posture of Pupils

To ensure safe and comfortable use of ICT equipment, pupils are taught and encouraged to adopt appropriate posture:

- Pupils should sit upright on a chair that provides adequate back support, with arms positioned roughly horizontally when using a keyboard.
- Pupils' bodies should face the screen directly and should not be twisted to one side.
- When sharing a computer, pupils are encouraged to ensure that all group members can clearly see the screen without straining.
- Pupils should look slightly down at the screen, with the top of the monitor approximately at eye level.
- Pupils are shown how to hold and control a mouse correctly, using a relaxed grip and small movements.

Furniture and Equipment Layout

- Computer desks are of an appropriate height for pupils.
- ICT equipment is positioned to avoid glare from windows or lighting.

Reducing Risks

- Care is taken to ensure that extension cables and socket adaptors are not overloaded.
- Electrical leads are secured and do not trail across the floor.
- Damaged plugs, cables or equipment are reported and replaced promptly.
- Ventilation grills on computers and other devices are kept clear to prevent overheating.
- Where appropriate, consideration is given to the risk of screen flicker, particularly for pupils who may be susceptible to photosensitive epilepsy, and suitable screens are used where necessary.

E-Safety

Ballyoran Primary School is committed to creating a safe digital learning environment in which pupils develop the knowledge, skills and confidence to use technology responsibly, safely and positively. The school believes that the internet and other digital technologies are valuable educational resources which, when used appropriately and effectively, enhance teaching and learning. We recognise that access to digital technology is essential for lifelong learning and plays a vital role in preparing children for life in the modern world.

The school recognises the importance of E-Safety and acknowledges that educating pupils in safe and responsible online behaviour is a fundamental part of our safeguarding provision. Pupils require guidance and support from the school to recognise potential online risks, make informed choices

and develop resilience when using digital technologies. E-Safety is taught explicitly as part of the Northern Ireland Curriculum, including within Using ICT, PDMU and through age-appropriate learning activities. Pupils are taught how to stay safe online, how to behave responsibly, and how to report concerns. Pupils are supported to develop positive digital citizenship skills, including respectful online communication, understanding their digital footprint, and recognising the impact of online behaviour on themselves and others.

Ballyoran Primary School has a separate E-Safety Policy, which outlines the practices and procedures in place to ensure the safe, responsible and effective use of the internet and digital technologies. This policy applies to all members of the school community, including staff, pupils, parents, carers, visitors and community users who access or use school ICT systems, both within and beyond the school environment. The school expects all members of the school community to be responsible users of digital technologies, who understand and adhere to school policies and procedures. All staff and pupils are required to follow the school's Acceptable Use Policy when using ICT and internet services. Parents and carers are made aware of expectations regarding safe and responsible use of digital technologies.

Internet access is filtered and monitored through the C2k network to reduce exposure to inappropriate content. Any E-Safety concerns or breaches are dealt with in line with school procedures and safeguarding policies. Staff receive guidance and updates on E-Safety and are supported to promote safe and responsible use of digital technologies within the classroom. Pupils are encouraged to report any concerns related to online safety to a trusted adult. Any concerns are logged by staff and reported to the Designated Teacher for Child Protection, in line with safeguarding procedure

The Use of Artificial Intelligence (AI) and Emerging Technologies

Artificial Intelligence (AI) and other emerging digital technologies are becoming increasingly prevalent in education and wider society. Ballyoran Primary School recognises the potential of these tools to support teaching, learning and inclusion when used appropriately and responsibly. AI tools may be used to support learning, creativity, accessibility and staff workload, but they must never replace a child's own thinking, understanding or effort.

Pupils will be taught, at an age-appropriate level, to understand that AI-generated content may be inaccurate, biased or misleading and that human judgement and critical thinking remain essential. The school will explicitly teach pupils the importance of originality and honesty in their work and will not accept AI-generated work as a substitute for pupils' own learning.

Staff will model responsible and ethical use of AI and ensure that any AI-based tools used within school comply with safeguarding, data protection and assessment integrity requirements. The misuse of AI, particularly where it undermines learning or assessment, will be addressed in line with the school's Behaviour, Assessment and Safeguarding policies and current CCEA guidance.

Data Protection and Use of Digital Platforms

Ballyoran Primary School is committed to protecting the personal data of pupils, staff and families when using ICT systems and digital platforms. All digital tools, apps and online services used within school will comply with UK GDPR and Data Protection Act 2018 requirements.

Staff will ensure that personal data is used, stored and shared securely and only for legitimate educational purposes. Pupils will be taught the importance of protecting personal information and respecting privacy when using digital technologies. This policy should be read in conjunction with the school's Data Protection and Use of Images policies.

Cyber Security and Digital Resilience

The school recognises the importance of robust cyber security arrangements to protect users and systems. Staff and pupils will be supported to understand safe digital practices including the use of strong passwords, the recognition of phishing or suspicious content and the importance of reporting digital concerns promptly.

All incidents involving potential data breaches, cyber security risks or misuse of digital systems will be reported and managed in line with Education Authority guidance and the school's safeguarding and data protection procedures.

ICT in the Home and in the Community

Ballyoran Primary School promotes the use of ICT in the home and community as a means of enhancing learning, communication and digital confidence, while ensuring safe, appropriate and equitable access for all pupils. The school recognises the important role that ICT plays in supporting communication, learning and engagement between school, home and the wider community.

A school email address is available for parents, carers and members of the community. The school website celebrates pupil achievements and provides key information to support communication between the school, parents and the local community. Parents and carers are also kept informed of school updates and announcements through the use of The School App.

An increasing number of pupils have access to ICT resources in the home or through out-of-school activities. In line with the school's Homework Policy, pupils are encouraged to make appropriate use of home ICT resources and facilities available within the community, such as after-school clubs, libraries and youth organisations.

Where appropriate, pupils may be given opportunities to use ICT resources to:

- carry out research to support classwork and projects
- complete or extend work begun in school
- present or submit homework tasks

The school values work completed using home ICT resources. A consistent approach to pupils' use of ICT at home is maintained across classes to ensure continuity as pupils progress through the school. In keeping with our commitment to equity of access, pupils who do not have ICT resources at home are not disadvantaged. Devices are available for pupils to take home and use when required.

Parents and carers are encouraged to support safe and responsible use of ICT at home, in line with the school's E-Safety and Acceptable Use Policies. Guidance and information is shared with parents and carers to support online safety and positive use of digital technologies at home.

Staff Training

Staff development in ICT is an ongoing priority at Ballyoran Primary School. The school is committed to raising staff confidence and competence in the use of ICT to support high-quality teaching and learning across the curriculum.

This is achieved through providing opportunities to attend INSET and professional development, offering in-school support where required, sharing good practice, and supporting ICT development through the PRSD process. Staff are also supported in developing their understanding of E-Safety and safeguarding in relation to digital technologies.

Roles and Responsibilities

The role of Senior Management

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

- Ensure that ICT remains a priority within the School Development Plan.
- Determine how ICT is used to support, enrich and extend the curriculum.
- Oversee the provision, allocation and effective use of ICT resources.
- Ensure appropriate systems are in place to monitor progress, maintain records and evaluate impact.
- Ensure that ICT is used to support the aims and objectives of the school.
- Ensure that the school has an up-to-date ICT Policy and E-Safety Policy and that an ICT Co-ordinator is appointed.
- Keep the Board of Governors informed of ICT developments, priorities and progress.

The Role of the ICT Co-ordinator

The ICT Co-ordinator has responsibility for leading and managing ICT across the school and will:

- Provide strategic leadership and a clear vision for the development of ICT.
- Work in partnership with Senior Leadership to set targets and raise standards in pupils' use of ICT.
- Collaborate with staff to review practice, identify strengths and priorities, and support ICT self-evaluation.
- Develop, implement and evaluate an annual ICT Action Plan.
- Ensure effective ICT planning and progression from Year 1 to Year 7.
- Guide and support teachers in the effective, cross-curricular use of ICT and model good practice.
- Review and update the ICT Policy and E-Safety Policy as required.
- Encourage, organise and, where appropriate, lead staff training and professional development in ICT.
- Monitor, evaluate and review the quality of ICT provision and pupils' progress and achievement in Using ICT.
- Liaise with subject co-ordinators and the SENCO to support inclusive uses of ICT across the curriculum.
- Ensure a consistent whole-school approach to assessment and recording of ICT skills.
- Manage the timetabling and effective use of the ICT Suite.
- Fulfil the role of C2k Manager.
- Manage ICT resources, including hardware, software and audiovisual equipment, and oversee requisition as required.
- Lead the implementation and monitoring of E-Safety procedures across the school.
- Support whole-school events requiring ICT, such as productions and open nights.
- Maintain an up-to-date ICT inventory and report to the Board of Governors annually.
- Keep up to date with developments in ICT and digital technologies and share relevant information with staff.
- Maintain links with external agencies such as CCEA and C2k.
- Keep the Principal informed of ICT matters as appropriate.

The Role of the Classroom Teacher

It is the responsibility of the classroom teacher to:

- Integrate ICT effectively into planning, teaching and assessment across the curriculum.
- Ensure that ICT resources and software used are appropriate to curriculum objectives and pupils' learning needs.
- Implement and maintain safe and responsible use of ICT, including health and safety procedures.
- Develop, agree and reinforce classroom rules for ICT use with pupils.
- Implement the school's E-Safety Policy and respond appropriately to any concerns.

The Role of the Pupils

- Pupils are expected to use ICT responsibly, safely and appropriately, in line with classroom rules and the school's Acceptable Use Policy.
- Pupils contribute to pupil voice, helping to evaluate and reflect on digital learning experiences within their classrooms and across the school.
- Feedback on ICT provision and digital learning is gathered through Digital Leaders and Dream Space Ambassadors, informing ongoing evaluation and development.

The Role of Classroom Assistants

- Classroom Assistants support the use of ICT in lessons under the direction of the class teacher and assist pupils where appropriate.

The Role of The Board of Governors

- The Board of Governors supports and monitors the effective use of ICT through policy review and regular updates from Senior Leadership

Remote Learning Contingency Arrangements

Ballyoran Primary School recognises that, while teaching and learning normally take place in school, there may be occasions when learning needs to be supported beyond the classroom. Should the need arise, the school has systems in place to support remote or blended learning, ensuring continuity of learning for pupils.

Where appropriate, online platforms may be used to support learning beyond the classroom:

- Nursery: Seesaw
- Years 1–7: Google Classroom

The arrangements for remote are outlined in the school's Remote Learning Policy, which would be implemented if required. At present, remote learning is not part of routine practice and would only be used in exceptional circumstances.

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

Policy Review

As ICT resources continue to develop and pupils' and teachers' competence in ICT increases, it is essential that the ICT Policy remains current and effective. This policy will be reviewed regularly to ensure it reflects changes in practice, technology and statutory guidance.