



St Eugene's P.S.

ICT Policy

Date ratified by Board of Governors: _____

Signed by (Chair of Governors): _____

Principal: _____

Information and Communications Technology (ICT)

The Role of ICT in the Curriculum

Using Information and Communications Technology is one of three cross curricular skills:

- *Communication*
- *Using Mathematics*
- *Using Information and Communications Technology*

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, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

(P.7. Primary curriculum Document)

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 and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital 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;

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
- Laptops
- Ipads
- The Internet
- CD Player
- Headphones
- DVD Player
- Calculators
- Digital video camera
- Programmable Toys - Bee-Bot/Roamer
- Interactive Whiteboards
- Electronic Microscope

As children progress from P1-P7 they are given opportunities to use a variety of these ICT resources.

1. Philosophy/Rationale

We, the staff of St Eugene's Primary School, recognise the potential of ICT across the curriculum and as such believe:

- 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

2. 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 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

Resource Provision and Organisation

Resource Provision

- The school has a networked ICT system consisting of 3 PCs, 2 printers, and 1 digital camera.
- There are 3 laptops shared among the 2 classrooms.
- Each classroom has an Interactive whiteboard,

Organisation of Resources

- All C2K PCs provide over 70 software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from P1-P7
- All classrooms are equipped with C2K PCs which provide connection to the Internet.
- There is an interactive whiteboard in both classrooms.
- Through the network there are shared printing facilities. Colour and b/w printers are located in the staffroom.
- Each teacher has a laptop.
- Teachers may connect laptops to network points in order to carry out personal research, planning etc.
- Teachers' laptops may be used by pupils to work on in class when logging on using their own password.
- Digital resources include a web cam and a digital camera.

3. Access

Pupil Access

- Through C2K computers and laptops all pupils have access to software titles appropriate to their curriculum needs and learning needs
- Through C2K computers all children have access to the Internet
- Through the network, children in each classroom have access to both colour and b/w printing facilities

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

Teacher Access

- All teachers have access to the C2K system
- Through C2K computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice
- Through C2K computers/laptops all teachers 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 whiteboard, digital camera, etc. to facilitate a variety of teaching approaches

5. Classroom Management of ICT Resources

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

- Individual work
- Group activities
It is important that all children are engaged on task and can see the screen comfortably.
- Whole class activities
Children may share in a computer-led activity where an interactive whiteboard.

All children will have planned opportunities to use ICT resources. A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

The computer will not be used as a reward for the child who has completed his/her work first.

6. Planning, Monitoring and Evaluation

Planning at Whole-School Level.

- The Principal/ICT Co-ordinator consult on how ICT is incorporated into the School Development Plan
- An ICT Action Plan is drawn up every 2 years by the ICT Co-ordinator and is reviewed as appropriate
- Competencies in ICT with activities ensuring progression and continuity for children from P1-P7 has been drawn up and agreed by the teachers.

Planning at Year-Group and Class Levels

- ICT is embedded into Schemes of Work/Yearly Planners
- ICT is integrated into eight week planners taking account of progression

7. 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
- The child's achievements may be recorded by the teacher completing a check list of skills, knowledge and understanding
- Summative assessment methods - in collecting samples of children's work using ICT

Teachers will report on a child's progress:

To the next Teacher:

- By discussing progress
- By passing on written comments in end of year report
- By passing on information regarding skills/level

To Parents/Carers:

- By informal discussion during parent interviews
- By a formal comment regarding ICT Competence on the child's written report

8. 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, teacher developed resources such as Clicker 5 word banks are used 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.

9. Equity of Access

All children will have equity of access to the use of ICT across the curriculum. The 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 may be made to permit the use of computers beyond normal school hours or time set aside within the school day.

10. Health and Safety

Each classroom has rules for safe use of the computer - devised and discussed with children and displayed in room.

In all classrooms consideration is given to health and safety in the location and positioning of equipment. The following issues are addressed.

Furniture

- 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.
- There should be enough space on the computer table for a mouse mat to be used.

Reducing Risks

- Due care will be taken not to overload extension cables or double socket adapters where it is necessary to use such equipment.
- Make pupils aware of leads that trail on the floor.
- Damaged plugs or leads will be replaced.
- Ventilation grills should not be blocked as overheating may occur.

11. ICT in the Home and in the Community

An increasing number of children have access to computers in the home.

Children will be encouraged to make use of home computers and ICT resources available to them.

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

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 may be made to permit the use of computers beyond normal school hours or time set aside within the school day.

12. 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

13. The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator

- To provide leadership and direction
- To ensure that the use of ICT is managed and organised to meet school aims and objectives
- To play a key role in school policy development in relation to ICT and teaching and learning

- To support, guide and motivate colleagues.
- To contribute to the monitoring and evaluation process
- To keep up to date with recent developments in ICT and advise colleagues appropriately
- To ensure continuing personal professional development

14 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/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 Internet Safety Policy

Policy Review

As ICT resources increase and pupil and teacher ICT competence develops it is important to review the Education Technology Policy and to evaluate its effectiveness.