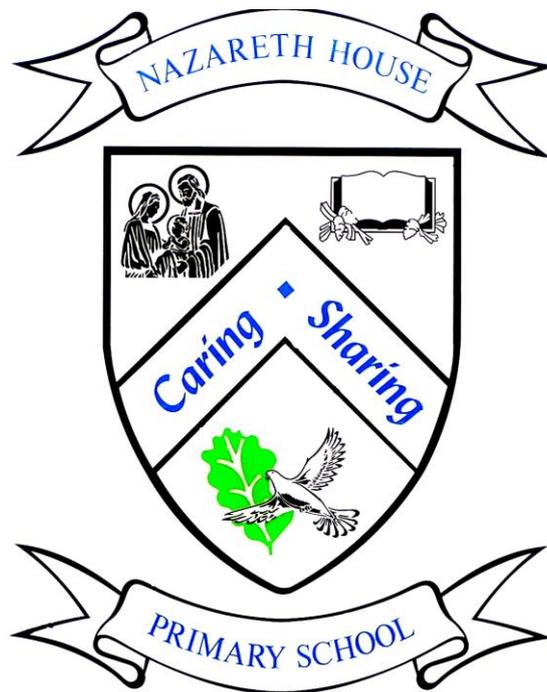


# *Nazareth House Primary School*



## **ICT Policy**

## **Information and Communications Technology (ICT)**

### **The Role of ICT in the Curriculum**

*“At the heart of our curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society.” (P.5. Primary Curriculum Document)*

*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, solve problems, pose questions and take risks. They should process, 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;
- showcase their learning across the curriculum.

## **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/MP3 Players
- Recording devices
- Headphones, Junction Boxes
- Television
- DVD Player
- Calculators
- Cameras – including digital video cameras, web cam
- Telephone and Fax Machine
- Remote Control Devices
- Programmable Toys – Bee-Bot/Pro-Bot
- Interactive Whiteboard
- Scanner
- Data Projector
- Electronic Microscope

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

## 1. Rationale

In Nazareth House Primary School we believe that ICT underpins today's modern lifestyle. Therefore we feel that it is essential that all pupils gain the confidence and ability in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will also enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

We will aim to ensure that:

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum
- ICT presents 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 motivates and enthuses 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

## **3. Resource Provision and Organisation**

### *Resource Provision*

The school has a networked ICT system consisting of 26 PCs, 6 printers provided by the C2k Managed Service

There are 16 teacher laptops.

Each classroom has an Interactive whiteboard, digital camera.

### *Organisation of Resources*

- There is one networked PC located in each classroom
- The ICT suite has 13 PCs and 9 laptops
- 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
- Through the network there are shared printing facilities. Colour and black and white printers are located either within the classrooms or in a central resource area agreed by teachers
- Additional PCs are located in library, special needs room, computer suite
- Special Needs Room is equipped with an additional network of 6 PCs equipped with the Successmaker Software package
- Laptops are available for use on network, standalone classroom use and for home use
- Each teacher has a laptop.
- Teachers may connect laptops to network points in order to carry out personal research, planning etc.
- Certain resources are centrally stored/may be obtained from ICT Co-ordinator. These include e.g. microscope, additional bee bots, Pro bots.

### **3. Access**

#### *Pupil Access*

- Through C2K computers 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 black and white printing facilities
- Children may have access to additional PCs positioned in libraries, special needs room, computer suite

#### *Pupil Assistance and Supervision*

- Children use ICT resources under the guidance of the Classroom Teacher, Librarian, SENCO 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 equipment.

#### *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 the data projector, 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  
Children will generally work in pairs at the computer.  
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 at one computer.
- Whole class activities  
Children may share in a computer-led activity where an interactive whiteboard or a data projector is used or where there is access to a computer suite

All children will have planned opportunities to use ICT resources. All children in the class will not be expected to complete the same task (e.g. 24 children all writing a poem on Spring). 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/SMT/ICT Co-ordinator/All 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-ordinator and is reviewed by all staff as appropriate
- A line of development in ICT ensuring progression and continuity for children from P1-P7 has been drawn up and agreed by all staff

*Planning at Year-Group and Class Levels*

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

Teachers meet in key stage groups/year groups to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

### *Monitoring*

Teachers collate samples of work completed in each class and present this work to the Co-ordinator at agreed times at the end of each term.

The Co-ordinator can then assess the development of ICT in each year group and provide assistance or training to teachers if required.

## **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
- At the end of KS1 and KS2 the child's work is formally assessed using CCEA resources.

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/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 recognize 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, big mouse, big keyboard etc. will be made available to meet a child's needs
- Where appropriate, specific software e.g. Wellington Square, Starspell, Wordshark, Talking Word Processors, are used to assist learning
- Where appropriate, teacher developed resources are used to assist learning

Teachers will familiarize 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.

## **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 whether through "homework clubs", computer clubs 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.

### *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/bench should be of a height appropriate to the size of the child (lower benching in KS1)
- The monitor should be kept well back from the front edge of the table/bench.
- There should be space on the computer table/bench for the keyboard in front of the monitor.
- Computers should be positioned to avoid glare from light or windows.

### *Reducing Risks*

- Due care will be taken not to overload extension cables or double socket adapters where it is necessary to use such equipment.
- Leads should not trail on the floor.
- Damaged plugs or leads will be replaced.
- 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.

## **11. ICT in the Home and in the Community**

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 may be made to permit the use of computers beyond normal school hours whether through "homework clubs", computer clubs 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 liaise with SMT in order to set priorities and targets to improve ICT provision
- To support, guide and motivate colleagues - which may require the provision of training for staff
- 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**

This Policy will be reviewed in September 2011.