ICT Policy

Introduction

Information and Communication Technology (ICT) is paramount to changing lives for the better. ICT is a general term used to denote the union of computers, video and telecommunications, as seen in the use of multi-media computers, mobile phones and personal digital devices. We aim to enable our pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a selective and effective way. Killowen Primary School meets the requirement set out within the Northern Ireland Curriculum and develops the use of the 5Es (see below) within the tasks already being carried out in each year group. Over the last number of years this has also been done as part of our preparation for both Key Stage 1 and Key Stage 2 ICT Accreditation through CCEA.

The five 'E's
• Explore
• Express
• Exchange
• Evaluate
• Exhibit

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

Killowen Primary School is well equipped with a wireless computer network, desktop workstation in each class and a modern, carpeted computer suite that is fully furnished with Dell workstations and laptops. As well as the relevant, curriculum related software, our computer suite also contains a wide variety of other ICT hardware including the following items:

- ✓ Video Recording Equipment: iPads, Digital Microscopes, Tuffcams and an Animation Classpack which consists of a variety of Digital Cameras and Tripods.
- ✓ Audio Recording Equipment: Easi-speak, and Easi-speak Pro microphones
- ✓ Data Recording Equipment: Easysense Dataloggers
- ✓ Programmable devices: Spheros, Bluebots, Beebots, Roamers / Probots
- ✓ Response System: Activ Expression Response Handsets

Every class has access to:
- ✓ 2 iPads
- ✓ a desktop PC
- ✓ a laptop
- ✓ a colour printer
- ✓ a digital camera
- ✓ an Interactive Whiteboard
- ✓ ICT through the networked system in the ICT suite which is timetabled for every class to use for a minimum of one hour throughout the week.

Strategies for use of ICT

• ICT is not taught as a distinct subject, but as a tool to be used throughout the curriculum to enhance all subject areas
• All pupils are given equal access
• ICT is an entitlement for all pupils
• Common tasks are set that are open-ended and can have a variety of responses
• We provide suitable learning opportunities for all children by matching the difficulty of the task to the ability and experience of the child
• Use of ICT at home will continue to be encouraged through projects, email, homeworks and the use of the VLE GSuite which can be accessed via a home computer.
• Children should continue to be encouraged to access and make use of the school website www.killowenps.uk

ICT Competences

At Killowen 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.

Pupils accessing the World Wide Web

For all information related to this see Killowen Primary School's Policy on the Use of the Internet, ICT Health and Safety and e-Learning policy (all of which are available to download from our school website)

ICT and the Northern Ireland Curriculum

Literacy

ICT is a major contributor to the teaching of Literacy
o Children learn how to draft, edit and revise text.
o Children can create, develop present and publish ideas and opinions
visually or orally.
o 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.
o Children use ICT in Numeracy to collect data, make predictions, analyse
results, and present information graphically.
o They can explore mathematical models e.g. use of Beebots, Probots and
spreadsheets.
o Many interactive whiteboard activities are used to enhance the teaching of
numeracy throughout the school.

Personal Development and Mutual Understanding (PDMU)

ICT makes a contribution to the teaching of PDMU and citizenship as children
learn to work together in a collaborative manner.
o They develop a sense of global citizenship by using the Internet.
o 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 Fronter.
o 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.
o Children will have the opportunity to develop their creativity through a
range of network software and digital technology.
o They can explore the Internet to gain access to a wealth of images and
information about world famous pieces of Art, Design and Music.

World around Us

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

Killowen 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.

The Learning Support Teacher has access to a networked laptop in our 'Excel' room and an iPad to support her everyday teaching and learning strategies. There is also a variety of audio and visual stimuli available in our 'Explore' room It is hoped that she will soon have access to an interactive whiteboard to support her everyday teaching and learning strategies.

Progression, Curriculum, 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

    • In Foundation Stage – tasks developed within each year group within existing curricular areas.

    • In Key Stage 1 and Key Stage 2 A number of tasks from the CCEA Accreditation Scheme have been selected for their suitability and shared throughout

the year groups. Although we are no longer taking part in the accreditation process, some of the tasks have been retained as it was felt that they fitted in with the topics covered and added value to the children's learning experience.

Monitoring

• Evidence, in the form of samples of children's work, covering various areas of ICT is stored within the coordinator's folder.
• It is currently the responsibility of the ICT co-ordinator to monitor the standard
and progress made by each pupil by gathering appropriate evidence during each school year. This will aid preparation for the impending statutory assessment of Using ICT by every teacher from P3-P7.

Assessing

• Evidence gathered each year is assessed by the ICT Coordinator in collaboration with the class teacher/year group co-ordinators.

Evaluating

• Evidence gathered each year is also evaluated by the ICT Coordinator in collaboration with the class teacher/year group co-ordinators. As we are no longer assessing and evaluating our work through the accreditation scheme, we now plan to summarise internally by way of an annual self-evaluative report. This will be in addition to our evaluation of ICT through the School Development Plan.

C2K Manager/ICT Co-ordinator

• It is the responsibility of the ICT co-ordinator to assist all teachers with the implementation of this policy.
• The C2K Manager has the responsibility for the management of the resources, which are required for the implementation of this policy.
• The ICT co-ordinator will disseminate information regarding new developments in
ICT to other members of staff.
• The C2K Manager will be responsible for any staff inset training in the development of ICT.
• It will be the responsibility of the C2K Manager to ensure that the system for reviewing this policy is initiated.
• The C2K Manager will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents.