



ICT POLICY

Date Ratified by Board of Governors: 11/9/23

Date of Review: 11/9/25

INTRODUCTION

At St. John's Eglis PS we recognise the potential of Information and Communications Technology (ICT) across the curriculum in transforming and enriching children's learning experiences and the learning environment.

We recognise that ICT can empower pupils, develop their self-esteem and promote positive attitudes to learning. ICT has also the potential of improving pupils' thinking skills, provides them with the opportunity for becoming independent, self-motivated and flexible learners. We recognise the ever-changing face of ICT and wish to be able to respond to new developments. We believe that ICT has the flexibility to meet the individual needs and abilities of all pupils. We believe ICT can motivate and enthuse pupils, offers potential for effective group work and facilitates interaction between staff and pupils.

Across the curriculum, at a level appropriate to their ability, pupils at St. John's PS develop their ICT skills through the 5 E's:

EXPLORE

- 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

- 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

- Communicate using a range of contemporary methods and tools
- Share, collaborate, exchange and develop ideas digitally.

EVALUATE

- Talk about, review and make improvements to work, reflecting on the process and outcome
- Consider the sources and resources used

EXHIBIT

- Manage and present their stored work
- Showcase their learning across the curriculum

RATIONALE

Why should our pupils use ICT?

- ICT can enhance the learning process across all areas of the curriculum
- ICT enables pupils to undertake activities which would be difficult to pursue in any other way
- ICT provides greater scope for pupils' creativity
- ICT can motivate and enthuse pupils
- ICT gives pupils opportunities to develop skills for life
- ICT gives pupils immediate access to a richer source of materials
- ICT has the flexibility to meet the needs of individuals including children with learning difficulties and the gifted & talented
- ICT offers potential for effective individual/group/whole class work
- ICT supports different types of learners: the audio, visual and kinaesthetic

AIMS FOR THE DEVELOPMENT OF ICT

Through the effective use of ICT we aim to:

- Enhance and enrich the children's learning and add to its enjoyment
- Develop children's confidence in using ICT
- Provide access to electronic sources, interactive learning resources and up-to-date sources of information whilst working at their own pace
- Provide opportunities to enhance & enrich children's learning experiences across the curriculum
- Give pupils opportunities to develop skills for life
- Encourage learners to research using flexible and effective forms of learning that will contribute to lifelong learning
- Present information in new ways which help pupils to understand, assimilate and use it
- Motivate and enthuse pupils
- Raise levels of teacher competence and confidence in integrating ICT into planning, teaching and assessment of children's work (using ICT as an integral part of the processes and the management of learning and teaching).

RESOURCE PROVISION, MANAGEMENT AND ACCESS

St. John's Eglis P.S. has a networked ICT system consisting of PCs, printers, scanners and webcams provided by C2K Managed Service. iPads, Laptops and surface pros are easily accessible and portable throughout classrooms when required. The school also has interactive whiteboards installed in each classroom. Each classroom also has access to a printer which is networked to C2K.

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, considering 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 b/w printers are located either within the classrooms or printing facilities are directed to the photocopier.

CLASSROOM MANAGEMENT OF ICT RESOURCES

Where appropriate, children will have opportunities to use ICT resources to carry out individual work, group activities and whole class activities. A variety of opportunities will be planned across the curriculum to give opportunities to develop their skills.

PUPIL ACCESS

- All children will have access to the C2K Managed Service
- Through C2K computers all pupils will have access to software titles appropriate to their curriculum needs & learning needs
- Through C2K computers all children have access to the Internet
- Through the network, children will have access to both colour and b/w/printing facilities
- Where appropriate, children with Special Educational Needs will access to specialist equipment such as large computer mouse

PUPIL ASSISTANCE & SUPERVISION

- Children use ICT resources under the guidance of the classroom teacher and where available, a classroom assistant
- The use of Internet is always a supervised activity

TEACHER ACCESS

- All teachers have access to the C2K Managed Service
- Through C2K computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice
- Through C2K computers all teachers have access to the internet
- All teachers have access to ICT equipment, as listed below, to facilitate a variety of teaching approaches

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 or manipulate information electronically.

- Computers Hardware & Software including interactive whiteboards, webcams, laptops and iPads
- The Internet and E-mail
- Use of headphones
- Calculators
- Cameras (video, digital & web cam)
- Telephone
- Remote control devices
- Programmable toys including Roamer and Beebot
- Photocopier

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

PLANNING, MONITORING AND EVALUATION

Consultation occurs with staff and governors regarding areas to be developed as a whole school initiative. This includes ICT, which has been incorporated into St. John's 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. ICT is embedded into each teacher's detailed planners. Teachers meet as a whole staff, in year groups and/or Foundation/Key Stage groups to discuss and review progress, share experiences of using ICT and discuss the effectiveness of planning and resources.

ASSESSMENT, RECORDING AND REPORTING

Children's use of ICT is assessed and recorded by the classroom teacher using:

- Formative assessment methods - observing & questioning during classroom activities
- Summative assessment methods - the child's achievements will be recorded by the teacher completing a checklist of ICT skills.

There is evidence throughout the school of how ICT is utilised to enhance all curriculum areas. From 2006/2007 children's work at the end of Key Stage 2 has been formally assessed using CCEA ICT Accreditation Scheme.

Teachers report on a child's progress to the next teacher by discussing progress and through passing on the skills checklist.

Teachers report on a child's progress to the parents / carers during parent interviews.

Comments are also recorded in End of Year Pupil Reports regarding achievement to date in Using ICT.

PROVISION FOR PUPILS WITH SPECIAL 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, specific software is used to assist learning. Where appropriate, teacher developed resources 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.

Where children with special needs are working in withdrawal groups, they will have access to appropriate ICT resources.

HEALTH AND SAFETY

Each classroom has rules for safe use of the computer displayed on the side of each monitor. In all classrooms consideration is given to health & safety in the location and positioning of equipment.

- 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 the keyboard
- The child's body should face forwards, not twisted sideways
- Ideally, the child's feet should reach the floor
- Children sharing a computer should be encouraged to make sure that everyone in the group can see without straining
- Ideally children should be looking down at the screen with the top of the screen at their eye level. Unfortunately the fitted benches in many KS1 classes are at such a height that pupils are looking upwards at the monitor
- 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 the button
- The monitor should be kept well back from the front edge of the bench
- There should be space on the computer bench for the keyboard in front of the monitor
- There should be enough space on the computer bench for a mouse mat to be used
- Computers should be positioned to avoid glare from the light or windows.

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 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 utilise ICT resources in:

- Carrying out research to support classroom work, projects etc.
- Completing work, which has commenced in school
- Carrying out or presenting a homework task
- Accessing information related to Termly Overviews

As indicated in our approach to equity of access, children who do not have ICT resources at home are not disadvantaged. Teachers are mindful of this in learning experiences presented in class and as homework tasks.

THE RESPONSIBILITY OF THE CLASSROOM TEACHER

- 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 & safety practices are carried out
- Discuss and devise with the children rules for using the computer
- Implement the Internet Safety Policy
- Keep the co-ordinator informed of the use of ICT within the classroom
- Attend ICT staff development training: school-based & outside school.

STAFF DEVELOPMENT

Staff Development in ICT is ongoing within the school. It is our aim to raise the level of teacher and classroom assistant competence and confidence in ICT by:

- Ensuring follow-up action is taken to meet the further training needs of teachers as identified in individual teacher, ICT Action Plans drawn up as a result of ICT audits/evaluations
- Making provision for C2K Training: Assisting the teachers to use the network system effectively and with confidence
- Giving teachers opportunities to attend in-service training to develop their knowledge and use of C2K software and acquired resources across the curriculum
- Giving teachers who have attended courses the opportunity to disseminate information acquired with all staff the experiences gained
- Sufficient time is set aside to allow teachers and classroom assistants opportunities to enhance their ICT skills
- Providing in-school support for teachers requiring assistance in developing particular aspects of ICT skills, knowledge and understanding

THE ROLE OF THE ICT CO-ORDINATOR

In St. John's Eglis Primary School, we have a member of staff who fulfils the role of ICT co-ordinator, who has responsibility for the management/leadership of ICT development within the school. Specifically these responsibilities include:

- Monitoring and evaluating standards of work throughout the school at Foundation and Key Stages 1 & 2

- In consultation with the whole staff, participate in a programme of self-evaluation of the quality and effectiveness of ICT as a teaching and learning tool
- In collaboration with the rest of the teaching staff, identifying priorities for development within ICT
- Contributing to the production of the School Development Plan, including ICT development
- Through consultation, creating action plans to address areas requiring development within ICT
- Using the outcomes of monitoring and evaluation to ensure standards are raised / maintained
- Maintaining a file of evidence indicating standards achieved within the school
- Provide support to all members of staff
- Arrange school-based support for teaching staff & CA as appropriate
- Following consultation with staff develop an agreed policy for ICT
- Reviewing policy at planned intervals or in line with changes to the curriculum and/or acquired resources
- Assisting / advising during planning process
- Chairing & delivering meetings/ICT workshops as necessary
- Maintaining an up-to-date inventory of resources & making staff aware of what is available
- Attending relevant courses and arranging for dissemination of information to staff
- Maintaining close relationship with EA/ESA advisory staff
- Discuss developments / issues with the Principal

POLICY REVIEW

This policy will be reviewed in light of curriculum changes and further resources becoming available. As highlighted in our School Development Plan, continuous monitoring of ICT developments will take place.