

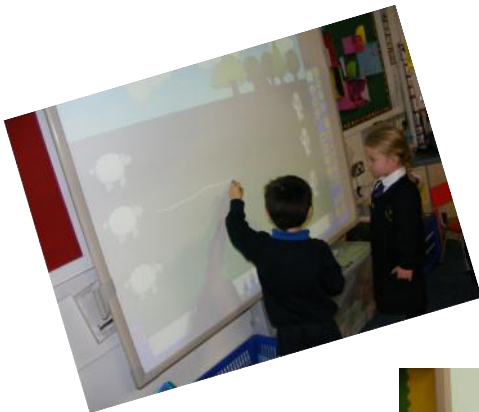
**HOLY FAMILY PRIMARY SCHOOL
MAGHERAFELT**



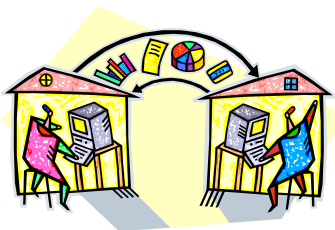
**USING INFORMATION TECHNOLOGY
POLICY STATEMENT**



ICT Policy



Holy Family Primary School



ICT Policy

General Statement

ICT comprises a variety of systems that handle electronically retrievable information. These including computers, digital resources, Interactive Whiteboards, floor robots and digital cameras. ICT is concerned with the handling of electronic information and involves creating, collecting, holding, processing, presenting and communicating this information in a variety of ways for a variety of purposes.

Using Information and Communications Technology (UICT) is one of three cross-curricular skills in the Northern Ireland Curriculum, with an emphasis on the use of ICT resources to enhance and enrich all areas of learning.

At Holy Family Primary School we recognise the importance of ICT in the primary school curriculum. We believe it is a life skill that ranks alongside basic literacy and numeracy. As such we feel that it is our duty to provide staff and pupils in this school with the opportunity to develop the ICT capabilities and competences.

Our commitment to ICT was recognised when we were awarded the Naace ICT Mark in June 2011.

Rationale

Why should our pupils use ICT?

- ❑ ICT can enhance and enrich the learning process across all areas of the curriculum.
- ❑ ICT can motivate and enthuse pupils.
- ❑ ICT allows pupils to explore and manage relevant information.
- ❑ ICT promotes independence in learning and has the potential to improve pupils' thinking skills.
- ❑ ICT can empower pupils, develop self esteem and promote positive attitudes to learning.
- ❑ ICT gives pupils the opportunity to exhibit and showcase their learning.
- ❑ ICT allows opportunities for review and reflection.
- ❑ ICT offers potential for effective group work and collaborative learning.
- ❑ ICT supports different types of learners – audio, visual and kinaesthetic.
- ❑ E learning is child centred
- ❑ E learning allows for learning beyond the classroom.
- ❑ E learning helps the school meet the needs of ESaGS and Count, Read, Succeed.

Aims

Our aims in using ICT are to:

- ❑ extend and enhance learning across all areas of the curriculum.
- ❑ encourage pupils to select and use ICT appropriate to the task.
- ❑ develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant and worthwhile problems.

- ❑ give children access to a variety of sources of information.
- ❑ instil in children a sense of confidence, achievement and enjoyment.
- ❑ Enable pupils to extend their learning beyond the school environment.
- ❑ Use ICT as a means of communicating their learning.
- ❑ Promoting use of ICT by staff for planning and communicating.
- ❑ enable pupils to develop the skills of using ICT safely and responsibly in a safe learning environment.

Our aims in using ICT in Management are to:

- ❑ create, use and adapt high quality digital teaching resources.
- ❑ support communication with parents and the wider school community.
- ❑ encourage sharing of resources and good practice through ICT.
- ❑ increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.
- ❑ enable the use of pupil performance data to inform strategic planning.

Strategies for use of ICT

- ❑ Since the focus of the Northern Ireland Curriculum is now on ‘Using’ ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum.
- ❑ ICT should be integrated into each area of study to support and enrich children’s learning.
- ❑ All pupils are given equal access opportunities through management of ICT resources.
- ❑ ICT is offered as an entitlement for all pupils – it should not be perceived as a punishment or reward.
- ❑ ICT is used to enhance learning through whole class/group/ individual work.
- ❑ ICT is used to extend learning beyond the classroom.

Planning and Progression

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 ‘E’s – Explore, Express, Exchange, Evaluate and Exhibit. All pupils have opportunities to develop a wide range of skills and competencies commensurate with their age and abilities as they progress through the school from P1 to P7. Progression in key areas of ICT has been identified and agreed by all staff. Staff have received training on the statutory requirements of the 5 ‘E’s and the levels of progression within each one. An individual ICT Achievement sheet is completed at the end of the year for each pupil and passed to the next teacher. For older children this takes the form of a self evaluation tick sheet. Pupils are accredited both at the end of KS1 and KS2 for their ICT capabilities.

Access and Resources

Staff and Pupils have access to ICT through a network system.

Staff and Pupils have access to ICT through 42 class-based computers and up to 43 centrally based laptops.(charged in cabinets between usage). A timetable is provided for use from P3 to P7.

23 IWBs installed (one in every room including ICT room)

Each teacher has been allocated a digital camera.

Beebots and Probots in use throughout the school
2 scanners - located in ICT suite and staffroom
9 Webcams
4 routers – 2 used in ICT room

Inclusion

The school's ICT facilities are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race, physical or sensory disability.

For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the SENCo we will endeavour to provide, wherever and whenever possible, appropriate software and hardware to enable such access.

Internet

The school has internet access in every classroom and in shared areas. Any use of the Internet will be strictly in accordance with the school's Internet Acceptable Use Policy, which has been communicated to staff, pupils, governors and parents. Pupils are provided with opportunities to develop knowledge and understanding of e-safety and acceptable online behaviour at a level appropriate to their age and ICT capability. Teachers ensure that e safety is embedded throughout learning and teaching.

Monitoring & Evaluating

Teachers are aware of the Statutory requirements of ICT. (5 E terms) Teachers are required to plan using these E-terms and incorporate them into their learning intentions. Planners are emailed to the ICT co-ordinators for monitoring. Teachers are expected to routinely evaluate their use of ICT in learning and teaching and maintain records of pupils' ICT capability showing evidence of progress in the 5 'E's. Collection of evidence by ICT co-ordinators is ongoing is linked with staff development. Subject co-ordinators are also encouraged to ensure ICT is used appropriately within their area of learning.

The CCEA Accreditation scheme is used to develop and assess pupil competence in ICT through carrying out tasks in curricular contexts. All pupils receive accreditation for their ICT capability at the end of Key Stages 1 and 2.

School Development Plan

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritising areas for development. This is reviewed on an annual basis, taking into account developments in technology and outcomes of monitoring and evaluation procedures.

Staff Development

We recognise the importance of on-going staff development in ICT capability to reflect the constantly changing nature of technology. We have a culture of continuing professional development of all staff, including support staff as appropriate. This will be provided in

accordance with the school development plan. It will be based on the identified needs of staff, as well as developments in technology.

Review

Because of the rapidly changing nature of technology this policy will be reviewed on an annual basis by the ICT Co-ordinators, in consultation with the Principal, Teaching Staff and Governors.