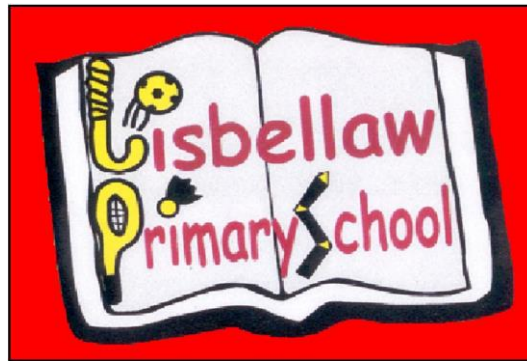


Lisbellaw Primary School



ICT Policy

Chair of Governors _____ Date _____

Principal _____ Date _____

Review Date: October 2025

Information and Communications Technology (ICT)

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.”
(Page 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.
- Use ICT to handle and communicate information, solve problems, pose questions and take risks.
- Process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose.
- Use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

(Page 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.

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.

Throughout all of this work children should understand how to keep safe and display acceptable online behaviour.

ICT Resources

ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers, Laptops
- The Internet and E-mail
- iPads
- Recording devices –USB Microphones etc
- Headphones, Junction Boxes
- DVD Player
- Calculators
- Cameras – including iPads, digital video cameras, web cam
- Telephone
- Remote Control Devices
- Programmable Toys – Bee-Bot/Pro-Bot
- Interactive Whiteboard (Clevertouch)
- Printers/Scanners/Copiers
- Data Projector
- Electronic Microscope

As children progress from Year 1 to 7 they are given opportunities to use a variety of these ICT resources.

Vision

We at Lisbellaw Primary School aim to use ICT to promote and develop the learning of all stakeholders thus enabling them to achieve their maximum potential and prepare them for the future. All will have access to the appropriate support and technology to further develop their skills and learning.

1. Rationale

We, the staff of Lisbellaw Primary School, recognise the potential of ICT across the curriculum and as such believe that ICT:

- provides opportunities to enhance and enrich children's learning experiences across the curriculum.
- can present information in new ways, which help pupils to understand, assimilate and use it more readily.
- gives pupils access to immediate and up-to-date sources of information.
- can motivate and enthuse pupils.
- has the flexibility to allow pupils to work at their own pace.
- offers potential for effective individual/group/whole class work.
- gives pupils opportunities to develop skills for life.
- encourages learners in research based, flexible and effective forms of learning that will contribute to lifelong learning.

2. Aims

It is the intention of the school to maximize the potential of ICT in Learning and Teaching and to develop pupils' ICT competences. To achieve this we aim:

- develop staff's use of ICT through appropriate training and support.
- ensure pupils value their ICT experiences, and their level of attainment and skills are increased.
- enable children to become better learners through the effective use of ICT in all areas of the Curriculum.
- ensure ICT is an integral part in all areas of school life.
- use ICT to promote the school in the local and wider community.
- use ICT effectively as a management tool.

3. Resource Provision and Organisation

Resource Provision

The school has a networked ICT system consisting of 15 PCs (2 of which are used for admin), 8 Surface Pro tablets and 8 laptops (1 legacy laptop) managed by C2k, there is also 8 Clevertouch boards (owned by the school) which are linked to the C2k network.

There are 28 iPads (20 for pupil use and 8 for teacher use).

There are 2 printers and 3 Printer/Scanners/Copies.

Organisation of Resources

- Teachers use their networked Surface Pro in their classroom.
- All C2k PCs provide a variety of software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from Years 1 to 7.
- All classrooms are equipped with an Interactive Clevertouch board which is connected to the internet via c2k wireless network.
- Through the network there are shared printing facilities. Colour and B/W printers are located in a central resource area.
- Additional PCs/Laptops are located in the computer suite.
- Laptops are available for use on network, standalone classroom use and for home use.
- Each teacher has a Surface Pro tablet which connects to the Wifi. in order to carry out curriculum research, planning etc.
- Certain resources are centrally stored/may be obtained from ICT Co-ordinator.

4. Access

Pupil Access

- All pupils have access to the C2k Managed Service.
- All pupils have access to software titles appropriate to their curricular needs and learning needs.
- All pupils have access to printers.
- All pupils have access to the Internet.

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.

Specialist Equipment

- Where appropriate, some pupils with Special Educational Needs have access to specialist equipment.

Teacher Access

All teachers have access to:

- the C2k Managed Service.
- software titles (through C2k computers) appropriate to their curriculum planning needs.
- Surface Pro tablets
- the Internet.
- all ICT equipment.

5. Strategies for Using 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 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. 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

Planning at Whole-School Level

- The Principal/SLT/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.
- Teachers use the UICT Cross Curricular tasks to ensure there is progression in covering the Designated Features in ICT for children from P1-P7.
- Teachers ensure that the 5 Es are covered throughout the year in their class.

Planning at Year-Group and Class Levels

- ICT is embedded into all areas of the Curriculum.
- ICT is integrated into four-weekly planners taking account of progression.

7. Monitoring of Implementation

- Principal will ensure that ICT is incorporated into the School Development Plan.
- Principal will ensure that an annual Action Plan for ICT is drawn up and implemented.
- Principal and ICT Co-ordinator will ensure that ICT is embedded into four-week planners.
- Staff will ensure that the ICT opportunities provided for the pupils meet the aims of the ICT policy
- Staff will employ a range of strategies such as observation, questioning, sampling pupils' work.

9. 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 electronic samples of children's work using ICT to complete a UICT Task.
- At the end of KS1/ KS2 the child's work may be formally assessed using CCEA resources.

- Internal standardisation has been carried out in Years 4 to 7. Pupils have completed assessment tasks to demonstrate their Knowledge and Understanding at a particular level and their Using ICT skills. Each pupil has been assigned a level reflecting their Knowledge and Understanding, and coverage of the Requirements of Using ICT.

Teachers will report on a child's progress:

To the Next Teacher:

- by discussing progress.
- by passing on samples of work (electronically).
- 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.

10. 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:

- specific software e.g. Nessy (online), Word Shark, Talking Word Processors, are used to assist learning.
- teacher developed resources such as Clicker 8 word banks 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.

The use of ICT to provide challenge for Gifted and Talented children is also explored.

11. 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 computer club or time set aside within the school day.

12. ICT in the Home and in the Community

An increasing number of children have access to computers/tablets 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.

Where appropriate children will be given opportunities to make use of ICT resources to:

- carry out research to support classroom work, projects etc.
- complete work begun in school.
- 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.

13. Health and Safety

Each classroom has rules for safe use of the computer.

In all classrooms consideration is given to health and safety in the location and positioning of equipment.

14. Staff CPD

Staff development in ICT is ongoing within the school. It is our aim to raise the level of staff competence and confidence in ICT by:

- giving teachers and support staff opportunities to attend INSET – to develop their knowledge and use of ICT across the curriculum.
- providing in-school support for teachers and support staff who require assistance in developing particular aspects of ICT skills knowledge and understanding.
- sharing good practice in the use of ICT.
- seeking opportunities for involvement in ICT-based projects within and beyond the school.
- participation in online learning.

15. The Role of the Principal

The overall responsibility for the use of ICT lies with the Principal. The Principal, in consultation with the staff:

- determines the way ICT should support, enrich and extend the curriculum.
- decides the provision and allocation of resources.
- ensures that ICT is used in a way to achieve the aims of the ICT policy.
- ensures there is an ICT policy, and identifies an ICT co-ordinator.

16. The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator/ ICT Development Team may include the following:

- 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.
- to model good practice by integrating ICT effectively into curriculum planning, classroom teaching and the assessment of children's work.

17. Co-ordination

We believe it is important that if ICT is to make a valuable contribution to the teaching and learning throughout the school:

- there is to be a consistent approach to ICT:
- teachers are to have in-school help and advice:
- the school is to be kept up to date with new developments:
- learning is to be monitored to ensure coherence and progression:

- a member of staff should be appointed to co-ordinate ICT.

18. The Responsibility of the Classroom Teacher

It is the responsibility of the classroom teacher to:

- contribute to whole-school planning for ICT.
- 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 e-Safety Policy.

REVIEW OF POLICY:

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

We are committed to review and monitor this policy document biennially.

Signed

October 2019

Policy Review Dates

| Review Date | Changes made | By whom | Date shared with staff |
|--------------|---|---------------|------------------------|
| October 2015 | Use of iPads included; resource lists changed/updated. | Ingrid McKeon | 13/10/15 |
| October 2017 | No Changes | Ingrid McKeon | 10/10/17 |
| October 2019 | Change in planning – use Desirable Features and 5Es (not LoD) | Ingrid McKeon | 22/10/19 |
| October 2021 | Number of PCs and laptops in school amended. | Ingrid McKeon | 12/10/21 |
| October 2023 | Resources available in school changed. | Ingrid McKeon | 17/10/23 |