



***All Children's Controlled Integrated
Primary School***

ICT Policy

2021

All Children's Controlled Integrated Primary School

ICT Vision

We live in an ever-changing society and Information and Communications Technology (ICT) in schools must prepare pupils for the challenge of a rapidly developing and constantly evolving technological world.

We aim:

- To provide opportunities to enable all our staff and pupils to be confident, competent and independent users of ICT.
- To provide an environment where access to ICT resources is natural and commonplace.
- To ensure ICT has a fundamental role in developing and enhancing our school's key learning aims in promoting the pupils' educational, physical and social needs.
- To have ICT encourage our staff and pupils to work collaboratively.

ICT is changing the lives of everyone. ICT is a generic term used to denote the convergence of computers, video and telecommunications, as seen in the use of multi-media computers/tablets and peripheral devices including digital video cameras, microphones, microscopes, programmable robots.

The Northern Ireland Curriculum sets out ICT in terms of 5Es.

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

We aim to enable our pupils to use the 5Es within tasks set throughout all curriculum areas where it can enhance the quality of teaching and learning.

A proportion of teaching time will be given to skills as a stand alone subject but this will be minimal as ICT should be embedded in all subject areas.

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

All Children's Integrated Primary School is equipped with 12 networked PCs in the computer suite and 17 networked wireless pupil laptops.

There are also 4 teacher laptops and 4 teacher PCs which are used to run the interactive whiteboards. There are a further 14 PCs in various classrooms which are connected to the network.

Every class has access to

- The computer suite, chrome books and iPads on a weekly timetabled basis (see timetables)
- 2 Colour/ Black and White printers
- 2 digital cameras
- Interactive Promethean Whiteboard in each class
- Easi-Speak Microphone
- Class set iPads
- 24 Chrome Books
- 42 iPads

Strategies for use of ICT

- ICT is not taught as a distinct subject, but it is a tool to be used as appropriate throughout the curriculum
- 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 challenge of the task to the ability and experience of the child
- Use of ICT at home will continue to be encouraged through projects, ICT homework's via Google Classroom etc.
- Children should continue to be encouraged to access and make use of the school website and app which are regularly updated see www.allchildrensips.co.uk or AllChildrensIPS app

ICT Competences

At All Children's Integrated Primary School, we aim 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 All Children's Integrated Primary School's Policy on the Acceptable Use of the Internet and Online Safety policy (see Appendices 1 &2)

ICT and the Northern Ireland Curriculum

- Literacy

ICT is a major contributor to the teaching of Literacy

- Children learn how to draft, edit and revise text.
- Children can create, develop present and publish ideas and opinions visually or orally using digital devices where appropriate.
- 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.

- Children use ICT in Numeracy to collect data, make predictions, analyse results, and present information graphically.
- They can explore mathematical models e.g. use of BeeBots, Probots and spreadsheets.

- Personal Development and Mutual Understanding (PDMU) and Citizenship

ICT makes a contribution to the teaching of PDMU and citizenship as children learn to work together in a collaborative manner.

- They develop a sense of global citizenship by using the Internet.
- 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 LNI.
- 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.

- Children will have the opportunity to develop their creativity through a range of network software and digital technology.
- They can explore the Internet to gain access to a wealth of images and information about world famous pieces.

- 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

All Children's Integrated 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.

Progression, 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.
 - i. In Foundation Stage – 6 tasks developed within each year group within existing curricular areas.
 - ii. In Key Stage 1 and Key Stage 2 – 6 tasks from the CCEA Library of Tasks are assigned appropriately throughout the year groups.

Monitoring

- Evidence covering all areas of ICT are garnered within each pupil's personal document folder.
- It is currently the responsibility of the ICT team to monitor the standard and progress made by each pupil by gathering appropriate evidence termly during each school year. This is in keeping with the statutory assessment of Using ICT by every teacher from P3-P7.

Assessing

- Evidence gathered each year is assessed by the ICT Co-coordinator and the ICT team. For 2021-2022 please see ICT, JPD and Planning/Self-evaluation action plans for full details of ICT assessment procedures for this year.

Evaluating

- Evidence gathered each year is summarized within a self-evaluative report. For 2021-2022 this will include:
 1. Evidence from JPD project with St. Mary's PS (sharing of practice in term 3)
 2. Evidence from co-ordinator reviews of planning (term 1b) and planning/children's work (term 2b)
 3. Evidence of completed Coding tasks (ICT focus for Foundation in 2021-2022)
 4. Digital Schools Award.

ICT co-ordinator

- It is the responsibility of the ICT coordinator to assist all teachers with the implementation of this policy.

- The ICT coordinator has the responsibility for the management of the resources, which are required for the implementation of this policy.
- The ICT team will disseminate information regarding new developments in ICT to other members of staff.
- The ICT team will be responsible for any staff INSET in the development of ICT.
- It will be the responsibility of the ICT coordinator to ensure that the system for reviewing this policy is initiated.
- The ICT coordinator will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents.

Future Developments in ICT

- To train staff and pupils to use the iPads and Chrome Books and utilize them to enhance teaching and learning
- To continue to make use of the ICT suite by every class and every year group.
- To further develop the use of the BeeBot and the ProBot.
- To enhance and embed the 5Es into the tasks carried out by each year group, encouraging the inclusion of the Desirable Features within each of the 5Es.

Appendices

Appendix 1

Online Safety sheet for Pupils

Appendix 2

Acceptable Use of the Internet Policy/Online Safety

Appendix 3

Computer Suite & iPads Timetable

Chrome Book Timetable

Foundation Stage

These rules help us to stay safe on the Internet

- We will never go on the internet without an adult
- If we see something that is rude or upsetting, we will tell an adult



Key Stage 1

Think then Click

Online Safety Rules for Key Stage 1

These rules help us to stay safe on the Internet

- We only use the internet when an adult is with us
- We can click on the buttons or links when we know what they do.
- We can search the Internet with an adult.
- We always ask if we get lost on the Internet.



Key Stage 2

Think then Click

Online Safety Rules for Key Stage 2

- We ask permission before using the Internet.
- We only use apps websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any webpage we not sure about.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not share passwords with other people
- We do not use Internet chat rooms.

Acceptable Use of the Internet Policy: Students

1. Pupils must obtain the permission of your parent(s)/guardian(s) before you can be allowed to use the Internet.
2. You must only access those services you have been given permission to use. Search Engines are only to be used with permission.
3. You must not access the internet without supervision. A supervisor can either be a teacher or a classroom assistant.
4. The work/activity on the Internet must be directly related to your school work. Private use of the Internet in school is strictly forbidden.
5. Do not disclose any password or login name you have been given, to anyone.
6. Do not give personal addresses, telephone / email of any person.

Under no circumstances give addresses/telephone numbers/email of any teachers and students at School.

Use of names of students or photographs of students will require written permission from parent(s)/guardian(s). This is recorded in the office

7. Do not download, use or upload any material and use material which is copyright. Always seek permission from the owner, before using any material from the Internet. If in doubt, or you cannot obtain permission, do not use the material
8. Under no circumstances should you view, upload or download and material which is likely to be unsuitable. This applies to any material of a violent, dangerous, racist or inappropriate sexual content. If you are not sure about this, or any materials, you must ask your teacher.
10. Always respect the privacy of files of other users. Do not enter the file areas of other students or staff without obtaining permission from them first.
11. The teacher can view any material you store on the school's computers, or on portable storage devices you use on school's computers.
12. Be polite and appreciate that other users might have different views than your own. The use of strong language, swearing or aggressive behaviour is not allowed

(b) A letter informing your parents of the nature and breach of rules.

(c) Appropriate sanctions and restrictions placed on access to school facilities to be decided by Principal.

(d) Any other action decided by the Principal and Governors of All Children's Integrated Primary School.

If you do not understand any part of this Acceptable Use Policy, you must ask your Teacher to explain