**St. Patrick’s PriPatrick School**

**Derrygonnelly**



**I.C.T. Policy**

Signed by Chairperson of Board of Governors:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next Review Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

**I.C.T. Policy**

# Rationale

We, the staff of St Patrick’s Primary School, recognize the potential of ICT across the curriculum and as such believe:

* ICT is a valued environment in our school and provides opportunities to enhance and enrich pupils’ learning experiences across the curriculum.
* ICT can meet the individual needs and abilities of each pupil.
* ICT promotes access for pupils with learning difficulties .
* ICT can present information in new ways, which help pupils to understand, assimilate and use it more readily.
* ICT gives pupils immediate access to up-to-date sources of information.
* ICT can motivate and enthuse pupils.
* ICT can help pupils focus and concentrate.
* ICT offers potential for effective individual, group and whole class work.
* ICT gives pupils opportunities to develop skills for life.
* ICT allows pupils to work at their own pace.
* It promotes the public image of the school and assists pupils in developing a positive self-image.
* ICT encourages Learners in research-based, flexible and effective forms of learning that will contribute to lifelong progress.

## Aims

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

* To raise levels of pupil competence and confidence in using ICT - bydeveloping children’s knowledge, understanding and skills in using a range of ICT tools to enhance learning experiences across the curriculum
* To raise levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of children’s work , using ICT as an integral part of the processes and management of teaching and learning.
* To use ICT to enhance and enrich children’s learning and add to its enjoyment
* To provide access to electronic sources of information and interactive learning resources
* To enable children and teachers to have access to immediate and up-to-date sources of information
* To develop children’s independent learning skills using ICT across the curriculum
* To develop information handling and research skills
* To help children with Special Educational Needs increase their independence and develop their interests and abilities
* Encourage children with access to home computers to contribute to and enhance their school work
* To develop an awareness of the need for care and responsibility in handling equipment.
* To develop skills in researching, handling and communicating information.
* To encourage children to engage in genuine research and purposeful tasks set in meaningful contexts.
* To give children opportunities using ICT to learn collaboratively in a supportive environment.
* To develop investigative and problem solving skills.
* To provide children with opportunities to explore information and digital tools, to exchange, express and evaluate their ideas.

## Access

Pupil access:

* All pupils have access to PCs, laptops and i-pads both in their classroom, computer suite and library through the C2K network.
* All pupils have access to software titles appropriate to their curricular and learning needs.
* All pupils have access to colour and black and white printers.
* All pupils have access to the Internet, under supervision.
* All pupils have access to the ICT equipment listed, some of which is always under supervision.

Teacher access:

* All teachers have access to the C2K computer system.
* All teachers have access to software titles (through C2K ) appropriate to their curriculum planning needs and classroom practice.
* All teachers have access to laptops and i-pads both for school and home use.
* All teachers have access to the Internet.
* All teachers have access to all ICT equipment, as listed.

**ICT RESOURCES**

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

* Computers, laptops, iPads
* The Internet and E-mail
* Recording devices such as microphones
* Headphones
* DVD Players
* Calculators 
* Cameras – including digital video cameras and web cam
* Remote control devices
* Programmable toys – Bee-Bot/Pro-Bot
* Interactive Whiteboard
* Scanner

**Children are given increasing opportunities to use a variety of these resources as they progress from P.1. to P.7.**

**Pupil Assistance and Supervision**

* Children use ICT resources under the guidance of the teacher or other adult.
* 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 – currently colour, lower case keyboards.

**Strategies for Using ICT Resources**

* Where appropriate, children will have planned opportunities to use ICT resources to carry out:
  + Individual work
  + Group activities
  + Whole class activities where an interactive whiteboard or data projector is used

A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

**Planning**

**Whole school**

* The Principal, Coordinator and Staff consult on how ICT is incorporated into the School Development Plan
* An annual ICT Action Plan is drawn up by the Coordinator and reviewed by all staff.
* A line of development in ICT, incorporating the 5 Es, is drawn up for each year group showing progression form P.1. to P.7.

**Class Level**

* ICT is embedded into schemes of work and Planners
* Weekly ICT Planners ensure that concepts, processes and skills are taught across the curriculum, taking account of progression.
* Current planning for UICT across the curriculum ensures that children apply their ICT concepts, processes and understanding in a variety of contexts, appropriate to ability.
* Teachers meet at Key Stage and whole-school level to review progress, children’s work and planning.

**The “Five Es”**

Across the curriculum, at a level appropriate to their ability, pupils should develop their 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.**

**Assessment, Recording and Reporting**

Children’s use of ICT is assessed and recorded by the classroom teacher using various approaches:

* Formative methods – observing and questioning during activities
* ICT Competence lists are completed and recorded.
* Summative methods, where samples of work are collected.
* External Assessment

**At the end of KS1/KS2, work has been formally assessed using CCEA resources – ICT Accreditation**

**Teachers will report on a child’s progress;**

To the next teacher

* by discussing progress
* passing on samples of work
* passing on information regarding skills/level

To Parents/Carers:

* by discussion during parent interviews
* formal comment regarding competence on the child’s written report.

# 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 effective ICT Policy.

**The Role of the ICT Co-ordinator**

* Liaise with Principal and staff in the drawing up and review of whole school ICT policy.
* To provide leadership and direction.
* To ensure ICT is included in school policies and schemes of work for the various subjects.
* To liase with Principal and Staff in order to set targets, standards and Levels to include UICT
* Organise and deliver school-based training as identified in individual audits and school action plans.
* Ensure that the use of ICT is organized and managed to meet the school aims.
* To keep up to date with recent ICT developments and associated training.
* Contribute to the monitoring and evaluating process.
* Attend courses relevant to personal and professional training/development.

# The Role of the Classroom Teacher

It is the role of the classroom teacher to:

* Integrate ICT into curriculum planning, classroom teaching and the assessment of pupils’ work.
* Contribute to whole-school planning for ICT.
* Ensure that any ICT resource used in the classroom is appropriate to curriculum needs and the learning needs of the pupils.
* Ensure Health and Safety practices are carried out.
* Devise with the children rules for using ICT resources.
* Implement the e-safety Policy

# Staff CPD

It is the aim of the school to raise the level of teacher competence and confidence in their use of ICT by:

* Ensuring action is taken to meet the training needs of teachers identified in individual action plans.
* Ensuring that individual action plans are reviewed annually.
* Making provision for training.
* Participating in on-line training
* Seeking opportunities for involvement in ICT-based projects within and beyond school.
* Giving teachers and support staff opportunities to attend INSET.
* Providing in-school support for teachers and support staff.
* Regular sharing of good practice in the use of ICT.

# Health and Safety

Each classroom has clear rules – devised and discussed with pupils – for the safe use of all ICT equipment.

Health and Safety is always a consideration in the location and positioning of any ICT equipment in the school.

# Monitoring

### Monitoring of Implementation

* Principal will ensure that ICT is incorporated into the School Development Plan.
* Principal will ensure that an annual Action Plan is drawn up and implemented.
* Principal and ICT co-ordinator will ensure that ICT is embedded into weekly 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 and sampling pupils’ work.

**Inclusion**

It is important to recognise the potential of ICT to help address the individual needs of some pupils. Therefore:

* Principal and Coordinator ensure that ICT is offered to ***all*** pupils at a level suited to their needs.
* Children with Special Needs/Educational Statements are catered for and work is differentiated accordingly. Specialist hardware – such as colour keyboards – and specific software will be made available.
* All staff familiarise themselves with graded levels within frequently used software and share information which they think best supports the pupils’ needs.
* ICT will also be used to *challenge* the Talented/Brighter/Gifted children where appropriate.

**Equity of Access**

All children will have equal access to and provision of ICT across the curriculum, regardless of gender, age, culture or ability.

For those children who do not have access to ICT resources at home, the school will seek to provide for them outside school hours through Breakfast Club, Homework Club or other daily/weekly computer Clubs.

**ICT in the Home and Community**

Children are encouraged to make use of home computers and ICT resources where available and this may be through Libraries, Youth Clubs as well as After School Clubs. No child should be disadvantaged.

### Review of the Policy

In order to evaluate its effectiveness, the ICT Policy will be reviewed annually.