



WHEATFIELD

PRIMARY & NURSERY SCHOOL

*Believe * Achieve * Succeed*

Wheatfield Primary and Nursery School ICT Policy

In Wheatfield Primary and Nursery School we strive to create motivated 'life-long' learners through the use of ICT to enhance and extend learning and teaching across the whole curriculum. We are aware that ICT plays a huge part in the lives of the pupils, staff, parents and the community in general. ICT allows all pupils to gain confidence and ability in an ever-changing society and prepares them for the evolving world of technology. As a school we will strive to give all pupils the digital skills to prepare them for the future in which using ICT is an essential part of culture.

Aims of our school in ICT

Wheatfield Primary and Nursery School fully acknowledges the role of ICT in enhancing learning and teaching.

In Wheatfield Primary and Nursery School we believe that:

- Opportunities to enable all our staff, pupils and parents to be confident, competent and independent users of ICT.
- ICT is embedded throughout the curriculum and everyday life by enabling pupils to explore, express, exchange, evaluate and exhibit their work.
- ICT is embedded to support the raising of standards in Literacy and Numeracy and to promote the pupils' educational, physical and social needs.
- The ICT curriculum is well planned and co-ordinated across the areas of learning demonstrating suitable progression of ICT at each academic stage.
- ICT supports the thinking skills and personal capabilities framework within the Revised Curriculum and enables pupils to plan, do and review their work.

Introduction

ICT prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that ICT is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. The uses of ICT throughout the curriculum encourage critical thinking, imagination and creativity, problem solving, initiative and independence, teamwork and reflection.

At Wheatfield Primary and Nursery School we will endeavour to meet the requirements set out within the Northern Ireland Curriculum and to develop the use of the 5 E's within the tasks and activities being carried out.

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

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

Definition of ICT and its importance

Information and Communication Technology is a generic term used to denote the convergence of computers, video and telecommunications, as seen in the use of multi-media computers and the networks and services based upon them. It involves the learning about a wide range of devices, which store and transmit information. We encounter this technology in our everyday lives - automatic doors, barcode scanners, microwave ovens, and auto banking system. Information is a tool that can enhance and develop many areas of the curriculum. It can be subject based, open ended or cross-curricular, providing pupils with a rich variety of experiences and interesting and stimulating ways to learn. Effective use of ICT prepares pupils for living and working in an increasingly technical society.

Purpose

This policy reflects Wheatfield Primary and Nursery School's values and philosophy in relation to the teaching of and learning with ICT. It also takes into account the progress that has been made in ICT as defined by the Revised Northern Ireland Curriculum.

Wheatfield Primary and Nursery school is well equipped with networked laptops in the Computer Suite.

Every Class has access to:

- A teacher laptop
- An interactive whiteboard
- A shared printer/photocopier
- Every class has access to iPad devices.
- Every class has access to the devices in the computer suite
- A teacher iPad

Northern Ireland Curriculum - Using ICT

Using ICT describes the ability to handle and communicate information, solve problems, pose questions and be creative through the use of technology.

The focus on Using ICT means that pupils should have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum. This includes:

- collaborating inside and outside the classroom;
- sharing and exchanging work; and
- exhibiting and showcasing their learning.

Using ICT, along with Communication and Using Mathematics, is one of the three statutory Cross-Curricular Skills that form part of the Northern Ireland Curriculum. Schools must assess and report on all three using the Levels of Progression.

Learners:

- Foster positive attitudes towards and develop confidence in the use of ICT.
- Have access to a wide range of ICT resources and acquire a range of up to date multi-media ICT skills and competences having opportunities to apply them across the curriculum.
- Develop a clear understanding of 'e-learning' and how to remain safe.



- Have opportunities to engage in the assessment of their own and other's work in ICT.
- Reflect critically on their ideas and solutions to problems, and to find more effective ways of doing things.

Teachers:

- Raise levels of teacher confidence and competence in integrating ICT into their planning, teaching and assessment.
- Use ICT to produce high quality learning materials and support innovative approaches to learning.
- Develop a balance between teaching ICT skills and their application in other curriculum areas.
- Use ICT to support whole-class teaching via data projectors and interactive whiteboards.
- ICT is assessed in line with the requirements of the Revised curriculum and the school uses ICT to record and manage pupil assessment data.
- Have a support network within the school to develop their ICT knowledge, skills and understanding.
- Engage pupils in regular well informed discussions about their use of ICT and how to improve it.

Parents:

- Support and understand the 'e-learning' of their children.
- Access information that allows them to support and develop their children's learning.
- Know how to protect their children within online communities.

Curriculum Development and Organisation

Each class is allocated a time in the ICT suite to accomplish their ICT scheme of work units.

Individual computers in each classroom support the development of ICT capability by enabling further development of tasks from the ICT room, encourage research and allow for the creative use of ICT in other subjects.

Interactive whiteboards are used as a teaching resource across the curriculum.

iPads are used as a teaching resource across the curriculum.

Principles of Teaching and Learning

Equal opportunities

The Northern Ireland Curriculum states that *"All pupils, regardless of race, class or gender, should have opportunities to develop ICT capability."* Care will be taken to ensure that all pupils, including those with Special Educational Needs, will have equal opportunities to be involved in ICT activities and will have equal access and fairness of distribution of ICT resources. We also endeavour to ensure that the curriculum material and software is in no way class, gender or racially prejudice or biased.

Differentiation

Teachers' planning is differentiated to meet the range of needs in any class including those children who may need extra support, those who are in line with the average expectations and those working above the average expectations for children of their age.

Children may be required to work individually, co-operatively in pairs, small groups or as a whole class, depending on the nature of the activity. Different groupings of children may be based on ability, either same or mixed ability.

Different levels of input and support and different outcomes may be expected.

Inclusion

We recognise that ICT is a useful tool in the teaching of children with special educational needs (SEN) and/or children who are gifted and talented (GT) and/or children with English as an additional language (EAL) as they can, through differentiation progress at their own speed and gain great satisfaction from producing work using the computer.

Continuity and Progression

Lines of development for ICT will be used to enable teachers to see clearly where the skills of ICT are being developed and how they can plan to achieve continuity and progression. As children develop, we plan to provide a range of increasingly challenging and appropriate activities to consolidate and develop ICT skills. All teachers are encouraged to use the CCEA ICT Tasks as a marker for progression through the levels.

Teaching and learning styles

The staff will employ a range of strategies in their use of ICT to ensure that the needs of all children are met and allow each child to capitalise on their strengths. As already expressed, ICT can be used as a whole class teaching tool or to provide opportunities for collaborative and individual work.

Planning monitoring and evaluation

At a whole school level all staff are consulted regarding ICT issues including the inclusion of ICT within the school development plan.

Evidence covering all areas of ICT is gathered by each teacher and placed within each pupil's folder.

The ICT co-ordinator will co-ordinate a self-evaluative approach within the subject area, which will involve team teaching, classroom observation and collation of samples of work.

Assessment, recording and reporting

Children's use of ICT will be assessed and recorded by the teacher using formative and summative assessment methods.

Formative assessment occurs on a lesson by lesson basis and can be based on the lesson objectives and outcomes in the Scheme of Work, classroom observations and questioning of pupils, or a pupil assessment diary/sheet. These are conducted by the class teacher and are used to inform future planning.

Summative assessment summarizes the development of learners at a particular time and occurs after the assessment of learning takes place eg. after a unit of work. As it tells us where pupils have been at given points in time and what has been achieved, it is used mainly to measure performance rather than support learning.

Evidence is gathered and assessed each year by the class teacher. At the end of each Key Stage, Primary 4 and Primary 7 children will be awarded one overall level which may be verified externally through moderation. ICT will also be assessed for the annual Pupil Profile in order to inform parents.



Roles and Responsibilities

ICT Co-ordinator

There is a designated ICT Co-ordinator to oversee the planning and delivery of ICT within the school. It is the responsibility of the ICT Co-ordinator to:

- Raise standards in ICT as an assessed subject within the Northern Ireland Curriculum.
- Assist subject co-ordinators and teachers with the implementation of this policy and their scheme.
- Monitor the delivery of the ICT curriculum and report to the principal on the current status of the subject.
- Take responsibility for the purchase of the resources, which are required for the implementation of this policy.
- Keep up to date with current developments regarding ICT and advise colleagues appropriately.
- Be responsible for any staff INSET in the development of ICT.

Classroom Teachers

It is the responsibility of the classroom teachers to:

- Ensure that pupils have access to a broad and balanced range of ICT experiences and that the scheme of work indicates the areas to be covered within the year.
- Ensure that all pupils have access to ICT and that health and safety procedures are carried out.
- Ensure the implementation of the Acceptable use of the Internet policy within their classroom.

Monitoring and Review

ICT forms part of the School Development Plan and is reviewed annually. Monitoring of ICT provision is carried out by the school's ICT co-ordinator, Senior Leadership Team (SLT) and the Principal.

Internet Access and Health and Safety

Children will be take regular breaks as appropriate when using ICT devices. All staff and pupils are expected to adhere to the school's e-Safety Policy.

Link with School Policies

- e-Safety
- the Acceptable Use of Mobile Phones and other related Technologies

Links with other Literature

This policy should be cross-referenced with the following policies/documents:

- The Northern Ireland Curriculum - Primary;
- DE Circular: 2011/25 Internet Safety;
- DE Circular: 2013/25 e-Safety;
- DE Circular: 2016/26: Effective Educational Uses of Digital Devices; and
- DE Circular: 2016/27: Online Safety

Conclusion

To ensure that it is up to date and in line with DENI recommendations the Board of Governors and staff will review this policy every two years or if appropriate more regularly in line with new guidelines/recommendations.