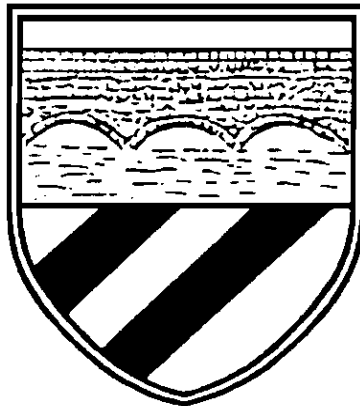


DRUMAHOE PRIMARY SCHOOL



A POLICY FOR INFORMATION AND COMMUNICATIONS TECHNOLOGY

DRUMAHOE PRIMARY SCHOOL



A POLICY FOR INFORMATION AND COMMUNICATONS TECHNOLOGY

The purpose of this document is to reflect the values of Drumahoe Primary School in relation to teaching and learning of ICT.

This policy, having been presented to and agreed upon by the whole staff and Board of Governors is available for scrutiny in the Principal's office, and in the staff room, by school governors, Department of Education Inspectorate, parents and temporary teachers.

PRINCIPLES OF ICT

1. ICT is the right of every child and all staff share the responsibility to work with pupils in partnership with parents, Governors, WELB and outside agencies to develop the potential of each child to the full in a caring and stimulating environment.
2. The attainment of ICT skills is fundamental to educational development across the whole curriculum and to the preparation of pupils for the world beyond the classroom.
3. I.C.T. can promote thinking skills and provide pupils with opportunities to become independent, self motivated and flexible learners.
4. I.C.T provides opportunities to enhance and enrich pupils learning experiences across the curriculum.
5. I.C.T. is concerned with the handling of information (which may consist of text, numbers, pictures, moving images and sound) and involves creating, collecting, storing, organising, processing, presenting and communicating information in a variety of electronic forms.
6. ICT provides opportunities to enhance and enrich pupils' learning experiences and can help to meet the individual needs and abilities and learning styles of all pupils.
7. ICT promotes access for pupils with learning difficulties
8. I.C.T. can help develop self esteem and positive attitudes to learning.
9. I.C.T. provides opportunities for group work and collaborative learning.
10. Throughout the Foundation Stage, Key Stage 1 and Key Stage 2 children will develop an understanding of and a competence to use increasingly challenging ICT skills.
11. The Principal will provide effective leadership and management of ICT through a whole school shared vision of its development to a realistic high expectation and by providing opportunities for school based staff development to meet this end.

PURPOSES OF ICT

Our purpose in using I.C.T. in learning and teaching are

1. To raise levels of pupil competence and confidence in using ICT by developing children's knowledge, understanding and skills in using a range of I.C.T. tools to enhance learning experiences across the curriculum
2. To experience computer control encountered in everyday life.
3. To simulate environments beyond the normal scope of the classroom.
4. To present and develop graphics.
5. To provide children with practice and experience in information handling, communication and problem solving.
6. To access electronic sources of information.
7. To promote the development of ICT among staff raising competence and ability to integrate ICT into planning, learning and teaching.
8. To enhance and enrich children's learning.
9. To contribute to raising standards in Literacy, Numeracy and other curricular areas.
10. To develop awareness of using I.C.T. safely and responsibly.

At Management Level I.C.T. is used to

- Support communication with colleagues, parents and the wider school community e.g. internal email, Text to Parents, school website, newsletters, etc
- Enhance efficiency through the use of I.C.T. for planning, record keeping, reporting, communicating
- Track pupil performance data to inform future planning

PRACTICES OF ICT

TEACHING AND LEARNING

ICT is integrated into planning and teaching and ICT resources used are appropriate to the needs of the children.

As the emphasis is on *Using* I.C.T. skills it is a tool to be used in meaningful contexts and not as a discrete subject. It is planned to support and enrich curricular areas and is a statutory requirement so all pupils will have equal access regardless of ability or gender.

PLANNING

Each member of staff is responsible for planning ICT work to meet the needs of the children in their class and this is noted in medium term planners, as well as long and short term planning. Teachers ensure that planning covers the statutory requirements for I.C.T. addressing the Five E's, i.e. Explore, Express, Exch. and, Evaluate, and Exhibit.

A new tracking of progression in I.C.T. competences from Year 1 to Year 7 has been agreed and introduced as a pilot during the 2011-2012 school year

Pupils therefore have opportunities to develop a wide range of skills in line with their age, ability and needs.

The Principal consults with the ICT co-ordinator and other members of staff on how ICT is incorporated into the School Development Plan.

An Action Plan is drawn up and reviewed annually by the ICT co-ordinator.

ACCESS

- All pupils have equal right of access to ICT regardless of ability and gender.
- Pupils have access to I.C.T. through class based computers and Interactive Whiteboards as well as centrally located laptops and iPads
- We will endeavour to meet the needs of children with Special Needs thus allowing equal access for all

HARDWARE RESOURCES

- All teachers have access to a laptop and 4 iPads
- All teachers have access to all equipment
- The Foundation Resource area, Key Stage 1 Area and Resource Area 4 have mini clusters of three C2K networked computers
- Resource Area 3 has a network of laptops
- All classrooms have a Dell computer linked to the C2K network.
- There are both black and white laser printers and colour printers in all resource areas
- At least one digital camera is available for use in each Resource Area
- At least one Flip Video camera is available for use in each Resource Area
- All classrooms are equipped with a Promethean Interactive Whiteboard
- Three sets of Promethean Activote are available
- Foundation Stage and Key Stage 1 have each several BeeBots while Key Stage 2 have ProBots
- All classes have an Easi Speak microphone
- All classes have 4 iPads
- Calculators are used in the Middle and Senior Areas and are stored in the Resource Area store
- All classes have DVD access through their computers, and TV access through video

MONITORING AND EVALUATION

Teachers assessment and evaluation of using I.C.T and the impact on pupil achievements is on-going.

A record of individual ability and capability is noted from year to year and passed on to the next teacher.

ICT can be assessed in a variety of ways:

- Observation of a child or group on a set task.
- Discussion with children about their task.
- Saved work / printouts of work.
- Children's' own evaluation of work.

In accordance with the school development plan these assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide information for parents
- Provide summative information

We are also committed to participating in the CEA Accreditation Scheme at the end of Key Stage 1 and Key Stage 2 and meet annually to review performance and set realistic targets. This scheme is used to develop and assess pupil competence in I.C.T. at the end of KS 1 and KS 2. *

Throughout the year the entire staff (teaching and non-teaching) are encouraged to feed back information about hardware, software, policy and ideas either to the co-ordinator or through the six weekly Key Stage meetings. Planners will also be used to ensure the co-ordinator is aware of the work that is going on in the school.

** We did not take part in CCEA Accreditation during the 2011-12 school year due to several administration problems in the previous two years. We resumed participation in the 2012-13 school year after the issues had been somewhat resolved.*

STAFF DEVELOPMENT

We recognise that I.C.T. is an ever changing area and as such teaching and non teaching attend courses which will benefit their use of ICT. They take part in school based meetings/workshops and contribute to the overall development and implementation of the ICT policy.

Reporting back on in-service courses will take one or more of the following forms:

- A written or oral report to the Principal and /or ICT co-ordinator (to include copies of any relevant handouts or program guides.)
- Leading Staff or Key Stage workshops.
- Working one to one with teachers for whom the information is most relevant.

Staff training will be provided in line with the School Development Plan, new technological developments or as a result of individual needs or requirements.

All teachers are permitted to take ICT equipment, such as digital camera, data recorder, etc., home at weekends/half term and school holidays providing the appropriate equipment removal book* is signed. If equipment becomes faulty during the time staff have it off the premises the responsibility for the repair, or the replacement of the equipment will be that of the WELB.

*equipment removal book is kept in Miss Marshall's room.

ROLE OF CO-ORDINATOR

There is one member of staff designated as the key ICT co-ordinator. The co-ordinator sets targets annually, produces and implements action plans, leads staff meetings/workshops, INSET, liaises with the Education Technology Centre, Omagh, advises and helps with planning, provides hardware and software support and monitors the I.C.T. in the school.

It is the responsibility of the co-ordinator to provide leadership and direction.

The ICT co-ordinator will attempt to keep abreast of developments as they occur.

BOARD OF GOVERNORS

The Board of Governors are kept informed of developments in ICT by the principal or ICT co-ordinator. Presentations to the Board of Governors will take place at their request or when deemed appropriate by the Principal.

SAFETY

The school has Internet access in every classroom and in shared areas. An Acceptable Use of the Internet Policy has been compiled and use of the Internet is in accordance with the guidelines set out in this policy. This is shared with parents and refers to Internet Safety. Pupils participate in Internet Proficiency

discussions and workshops in order to develop knowledge and understanding of e-safety and what is considered to be appropriate and acceptable online behaviour, and to equip them with the necessary procedures if they should encounter anything deemed inappropriate.

Members of the Pupils Forum have approved a “Using the Internet – Pupil Agreement” which is distributed to and signed by pupils in Years 5 -7

Suitable power points are in all classrooms and resource areas and equipment will be arranged so that trailing cables do not present a hazard. It is the responsibility of each teacher to connect/disconnect equipment to the electricity supply. However older children will be aware of how to switch off the equipment quickly in an emergency. A carbon dioxide (i.e. black) fire extinguisher is fitted to all rooms and will be used on electrical fires.

Children will **not** be permitted to eat or drink when working near the computers.

Neither pupils nor staff are permitted to open, dismantle or tamper with any equipment. The Health and Safety policy will be adhered to at all times.

REVIEW

The policy will be reviewed and evaluated annually. Changes or adaptations to the policy will be discussed, agreed and amended as appropriate.

FUTURE

- Staff Development Training to allow staff to fully implement the requirements of new skills e.g. using sound and animation
- Review of progression of skills once a full cycle of monitoring has taken place. Possibly look at subdividing these skills to take more explicit account of 5 E's
- Staff laptops are now becoming old and out of date. Think about how we could begin to replace these.
- Training and implementation in the use of iPads to assist learning and teaching in the primary school.