

MALLUSK INTEGRATED PRIMARY SCHOOL

ICT POLICY

Complimented by Child Protection and Anti- Bullying Policies

INTRODUCTION

This policy has been discussed and reviewed by all members of staff. We recognize that ICT resources include computers, iPads, Beebots and other programmable robots, tape recorders, CD players, calculators, digital cameras, television and video cameras.

The whole staff agree that ICT needs to be implemented into all areas of the curriculum, showing progression and planning. As teachers we need to help our pupils to acquire the skills needed to cope with developments in technology which they will need in later life. In this way, ICT must be skills focused, developing computational language and transferable skills across devices as well as curricular and real-life contexts.

This policy sets out the aims of ICT in our school, the resources we have and how we hope to develop and build upon the current practice.

Rationale

In Mallusk Integrated Primary School, it is accepted that ICT is a valuable resource and it has an important role to play across the whole curriculum and should be integrated into our teaching.

We believe that ICT can:

- Enhance the learning process across all areas of the curriculum
- Encourage and develop pupils' creative skills
- Motivate and engage pupils
- Develop skills needed to access information
- Give access to a variety of resources
- Support weaker and challenge more gifted children
- Present opportunities for collaborative learning and peer tutoring
- Assist pupils with different learning styles

As a staff we appreciate the benefits of using ICT in the classroom. However, we are also aware that:

- ICT should not be used if there is a better way of doing an activity
- ICT is only as useful as the teacher wants it to be
- ICT should not be used as a reward although it can be used as an extension activity

AIMS

1. To give children an opportunity to develop their ICT skills using the most “up to date” technology which we can provide.
2. To give children access to a variety of sources of information.
3. To encourage children to make choices and select resources appropriate for particular tasks.
4. To use ICT to create, develop and present work digitally.
5. To communicate and share work and ideas safely.
6. To give children opportunities to develop knowledge and understanding of e-safety and online behavior.

Strategies for using ICT

- ICT should be embedded within the planning of the six learning areas
- ICT should be used to enhance learning
- All pupils should have equal access to ICT resources
-

Progression

ICT skills will be developed in the Foundation Stage and built upon throughout KS1 & KS2. Progression will be planned using the ‘5 Es’ outlined in the Cross Curricular Skills Progression Grid and following Levels 1-5 as relevant. Teachers will refer to the ICT Overview (see at the end of this document) to assist them with choosing appropriate ICT tasks for their class and to ensure progression in the ‘5 Es’ through the school year groups.

The ICT Co-ordinator will add to this overview as required to update with new CCEA tasks, devices or resources acquired by the school.

Access

Whole school: 12 iPads and 8 Laptops, 4 Beebots, 8 Probots
Classrooms: 4 desktop computers, 4 Interactive whiteboards
Secretary: 1 desktop computer
Principal Office: 1 desktop computer

PTA funding enabled the purchase of Interactive Whiteboards in 4 out of 5 classrooms and the purchase of 12 iPads.

Mobile Phones and External Devices

The use of the above devices such as mobile phones is not usually permitted to be used within school grounds unless previously advised and agreed to by the Principal. P7 children will be allowed to have a phone, but it must be switched off and kept in their bag in school.

Internet

Any use of the Internet will be in accordance with the school's Acceptable Use/ Safer Internet Policy which has been shared with staff, governors and parents. Parents have been invited to provide details to the school regarding their child's computer access at home to make us aware of any disadvantaged children who may be entitled to borrow devices.

Inclusion

The school's ICT resources are available for use by all pupils and staff. All children will be given access to ICT regardless of gender, race or any disabilities. Classroom teachers may use the resources to access any software which may be appropriate to facilitate differentiation in class and for special needs.

Monitoring & Evaluation

From KS1 onwards children will record pieces of work in their own folder on the school system as evidence. Informal monitoring takes place through staff discussions and observations. Photographs taken by class teachers also provide evidence of the children's work. Photographs of ICT relating specifically to the School Development plan or specific ICT targets will be saved in Staff/Teachers/ICT(relevant year)/Evidence/Class Folder.

As part of our whole school practice of self-evaluation, children talk about, review and improve their work regularly. Pupils will self-evaluate their skills in this way using an agreed format.

School Development Plan

The school's action planning for ICT is outlined in the School Development Plan.

Staff Development

All staff are encouraged to further develop their ICT skills which may be linked to PRSD objectives. Training is requested from outside agencies and from C2k when needed.

Monitoring and Evaluation of ICT

The Statutory Curriculum Requirements (CCEA, 2007) for ICT can be addressed through different types of ICT. CCEA have updated their Desirable Features for Primary Using ICT in 2019 to include types of ICT that are more relevant to current pupils. The Statutory Requirements can be summarized in the '5 Es':

- Explore
- Express
- Exchange
- Evaluate
- Exhibit.

The Revised Desirable Features (CCEA, 2019) are as follows:

- Computational Thinking and Coding
- Digital Art and Design
- Digital Audio: Music and Sound
- Digital Storytelling: Film and Animation
- Digital Storytelling: Presenting
- Digital Storytelling: Publishing
- Managing Data

The different types of ICT do not all need to be covered by all pupils, however, each teacher should plan to cover the five Es throughout the year in ICT lessons and tasks. A feature of ICT will be chosen by the school as part of the ICT Action Plan and will provide a focus for the year in developing ICT Skills school-wide.

Assessment of ICT

The principal and staff discuss how ICT is incorporated into the School Development Plan. An Action plan is drawn up by the ICT co-ordinator and is discussed by all the staff.

Each teacher is responsible for ensuring that each child in their class has had an opportunity to use the available technology. Teachers will include ICT links in their planning.

Through observation and questioning teachers will be able to make observations about a child's skills. Children's work will be saved in their C2K folder, USB memory stick or as a hard copy. CEA assessment tasks will be used to assess ICT skills of FS, KS1 and KS2 during the course of the school term.

ICT and Homework

We realise that most, if not all, children now have access to computers, tablets, phones and other devices at home. Where Remote/Blended Learning is required (see Remote

and Blended Learning section below) children who are in need of devices to access the internet will be able to borrow devices from school (See Internet Policy). Teachers may use Remote Learning facilities for provision of homework or supporting activities.

Special Needs and Inclusion

Each class teacher is responsible for providing suitable experiences for children with special needs within their own classrooms. We recognise that ICT can stimulate and motivate these children. The teachers may use laptops or personal i-pads to assist them in their teaching of children with additional needs.

Role of Co-ordinator

The ICT co-ordinator will:

- encourage and motivate the staff to use ICT
- develop and up-date the ICT Policy
- liaise with CAPITA to provide training
- manage school system each day and report faults
- inform staff of ICT developments
- disseminate information about ICT courses
- distribute software guidance
- ensure progression of ICT throughout the school
- undertake regular audits to provide an overview of where the school is at the time
- collate portfolios for assessment and moderation
- In the event of requiring Remote/Blended Learning, will assist the school community in finding the best resources to learn online

Remote/Blended Learning

Remote or distance learning, online learning and blended learning are often used interchangeably, but they are not the same.

Remote Learning describes any learning where the teacher and the learner are not physically together. The pandemic created the need for a period of emergency remote learning and teaching, where both teachers and learners had to adjust very quickly to a new way of communicating with each other.

Online Learning is a generic term that refers to any learning that is done using digital resources. It encompasses both learning that is done entirely in a digital format as well as learning that is done digitally within a broader learning programme. Online learning

can be completely self-directed, or it can be structured by someone other than the learner.

Blended Learning takes place when the learning activity is structured to blend face-to-face learning and teaching with remote/online learning; this may involve using digital tools and other educational resources. In the current context, blended learning requires a pupil-centric pedagogical approach to maximise the impact of the remote learning, ensure continuity with the face to face sessions and retain pupil engagement.

Issues to consider:

- The well-being of the children, their parents/carers/guardians and the school staff
- The wide range of issues that the families are facing
- The resources, time and hardware available to the teachers
- What is realistically achievable in the current climate with the aim of establishing a sensitive balance between home and work life of parents/carers/guardians and teaching staff
- The sensitive consideration of the parents'/carers'/guardians' capacity to support learning at home and communicate clearly what support is available from the school when this is required
- The amount of work set for pupils – too much can be as much of a problem as too little
- Issues with digital connectivity
- Approaches that ensure regular staff contact with pupils to support them with their learning
- The recognition that it is not possible to replicate school experiences in a home environment and instead, encourage parents to engage confidently, innovatively and creatively when supporting the learning of their children

What will blended learning look like?

In light of these considerations and what has been learned from the remote learning we facilitated during lockdown, the teachers will provide work to compliment the face-to-face teaching each child receives in their bubble. This will be provided on our MIPS Home Learning site as it was during lockdown. This will be a mixture of lesson 'plans', learning notes, worksheets, links to on-line resources/ clips and videos made by teachers where appropriate. Teachers will provide their email addresses to parents to facilitate communication and support. The planning, implementation and assessment of activities will reflect the stages of development of each child, differentiated to suit their needs and abilities.

Collaboration between learners and between learners and teachers is an important component of blended learning as it helps to create connection and build a sense of community.

Teachers will promote collaboration by:

- Maintaining a pastoral presence online, through regular online communication, to reduce the feeling of isolation
- Giving feedback
- Providing opportunities for peer interaction while in class

Remote/online learning activities will mainly provide opportunities to consolidate learning that has already taken place. However, in some cases teachers may give children material to digest before a face to face teaching session.

The NHS recommend that 8 to 11 year olds have no more than 2 hours a day screen time (including TV, smartphones, tablets and video games). In light of this advice, we recognise that constant screen time is neither realistic nor beneficial. When appropriate, teachers will engage the children with practical activities that make use of the home environment. Again, teachers will use professional judgement to decide what areas to focus on.

When the children are in the classroom, time will be spent with children sharing expectations for remote learning and positive online behaviour.

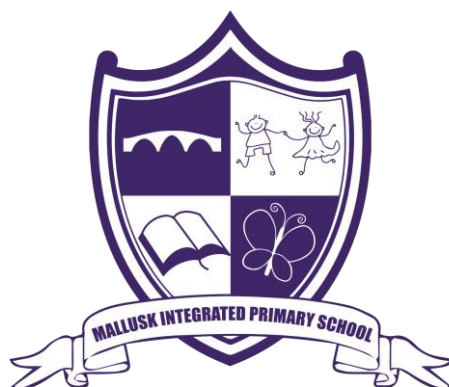
Parents & carers are encouraged to establish a routine with their children to include:

- Times for waking, working and eating whilst ensuring regular intervals for physical activity and relaxation
- The creation of a schedule to co-ordinate the learning plan provided by the school
- Ensuring their child takes a leading role when making choices about how to engage in the learning provided
- A balance between offline and online learning activities
- Talking about and being interested in what their child is learning rather than on the activity
- The importance of staying safe online and engaging respectfully and appropriately with others in an online learning environment, in accordance with the school's Acceptable Use policy

Use of ICT in assessment of remote/ blended learning

With the blended learning model, assessing the children's progress and engagement will be more challenging. We aim to involve parents in the assessment process. This can be as simple as taking photos or videos of their child's work which they can share with their teacher via email. Teachers will provide regular feedback to the pupils through, for example: voice recording comments or via a video. Teachers may create a simple survey or questionnaire, encouraging children to reflect on their own learning after a task, or use strategies such as self-marking quizzes.

The Department of Education's Safer Schools App has useful information on how to help educate, empower and protect children and young people when online.



MALLUSK PRIMARY SCHOOL ACCEPTABLE USE/SAFER INTERNET POLICY

INTRODUCTION

In Mallusk Primary School we recognise that the Internet is an information highway which contains valuable information and is an excellent resource for use within the school environment. However, we realise that there are millions of users of the Internet and there is material available to Internet users which is either offensive or indeed inappropriate for school use. We aim to provide valuable learning experiences through the use of the Internet and this policy outlines what we as a school are trying to do to ensure these resources are used appropriately.

Aims for Internet use

1. To use the Internet in order to implement the ICT recommendations set out in the Northern Ireland Curriculum (2007).
2. The Internet will be used to investigate and research topics related to the curriculum.
3. Staff and pupils will use the Internet to further develop their ICT skills.
4. The Internet will be used to investigate career opportunities and to assist the professional development of the staff.
5. The Internet will be used to share information about our school. This may be public through our school Facebook page or website. It may also be directly to members of the school community via email or links to home learning sites set up by staff.

Guidelines

We do not permit any Internet user to:

- Retrieve, send or copy offensive material.
- Use unacceptable language.
- Damage the computer systems.

- Use another's password without permission.
- Waste resources.
- Read another's e-mail without permission.
- Violate copyright or use the Internet for financial gain.
- Share resources intended for the school community publically without permission.

Location and supervision

When children are using the Internet in school a member of staff will be present in the room. All pupils should use the facilities in accordance with the school's policy which will have been explained to them. They should be familiar with the rules and understand why they are in place. A filtered service is provided through C2K, however this is not 'fool proof' and search engines must still be used with caution. The school systems will be used in the classrooms, the hall or in the staff room. Members of staff have access to the systems which can be used at home to assist with their planning, research and professional development.

Pupils and parents may, on occasion, be given ICT devices/equipment for use at home at the discretion of the principal to assist with school work and home/school communication, in which case:

- Parents must read, agree with and sign the iPad Lease Contract and iPad Release Form.
- Parents must read and explain the relevant contents of this Safer Internet Policy and the Lease Contract to their child in an age appropriate manner, helping them understand their responsibility.
- Pupils must then agree to and sign the Pupil Agreement on the Lease Contract.

Parental Responsibility

Many homes now have the use of the Internet and we would encourage the pupils to use this resource at home for example when researching information.

We hope that parents will work alongside the school. They should encourage and guide their children to use appropriate material on the Internet. The children should be supervised when using the Internet and taught safe practice as they get older. We will distribute an ICT code of practice agreement to all parents and pupils. These agreements will be signed and returned to each class teacher. Information for using the Internet safely at home will be sent home. A parenting session on Internet safety delivered by PSNI is held annually as well as school wide discussion on Safer Internet Day. Key stage 1 & 2 teachers will discuss Safer Internet with their classes and this may form part of a wall display.

ICT Overview

P1-7

The overviews are used to ensure that the pupils are bring given opportunities to use ICT throughout the year to undertake the statutory requirements.

The overviews are used in conjunction with the thematic overview to ensure that skills developed are embedded in their cross-curriculum.

The overviews show how the statutory requirements are being covered and the different types of ICT being used currently in school. The overviews should show progression of skills throughout the year groups. However, Assessments, Desirable Features and Equipment are given as examples only and can freely be substituted so long as all statutory requirements are covered throughout each year group and a variety of types of ICT are also developed.

These overviews are to be reviewed each year subject to teacher's own preferences, available resources and training required and/or received.

Opportunities to develop knowledge and understanding of e-safety and acceptable on-line behaviour will be given during ICT lessons and through thematic activities, as appropriate. This includes discussions on communicating safely on-line.

P1

	Term 1	Term 1b	Term 2	Term 3
Statutory requirements	Express Exhibit Evaluate Exchange	Explore 2 Exhibit Evaluate	Explore 2 Exhibit Evaluate	Explore 1 Express Exhibit evaluate
Desirable features	Working with images	Interactive design	Managing data	Presenting
Assessment	This Is Me	Movers and Groovers	Time to Graph	My First Presentation
Possible equipment requirements	2simple software IWB Printer C2k access Camera	Beebots IWB Printer C2k access Camera	2simple software IWB Printer C2k access Camera	IWB Printer C2k access Camera
	Exchange Discussions will take place on how to communicate digitally In future, pupils work may go on gallery on school website and/or Facebook			

P2

	Term 1	Term 2	Term 3	
Statutory requirements	Explore 2	Express Exhibit Evaluate	Explore 1 express Exhibit Evaluate	Exchange
Desirable features	Interactive Design	Film & Animation	DT Publishing	Pupils work may go on gallery on school website. Discussions will take place to identify different ways of communicating digitally
Assessment	Plan A Journey	How To	Words and Pictures	
Possible equipment requirements	2simple software IWB Printer C2k access Camera	Photostory software IWB Printer C2k access Camera	software IWB Printer C2k access Camera	

P3

	Term 1	Term 2	Term 3	
Statutory requirements	Explore 1	Explore 2 Express Exhibit Evaluate	Express Exhibit Evaluate	Exchange
Desirable features	Desktop publishing	Interactive Design	Presenting	Learning NI newsdesk comment and screen dump to be saved. Pupil work displayed on website
Assessment	Cinderella's Party Invitation/ You're Invited	Plan a journey	See This	
Possible equipment requirements	software IWB Printer C2k access Camera	2go/beebots IWB Printer C2k access Camera	software IWB Printer C2k access Camera	

P4

	Term 1	Term 2	Term 3	
Statutory requirements	Explore 1 Express Evaluate Exhibit	Explore 2/ (Explore 1) Express Evaluate Exhibit	Explore 1 Express Evaluate Exhibit	
Desirable features	Presenting	Managing data (extra – working with images/film& animation)	Desktop publishing	Exchange
Assessment	All about me	Graph It! (Poster Magic/Ad Magic)	Design leaflet	Learning NI comment
Possible equipment requirements	2simple software IWB Printer C2k access Camera	Scratch Word/publisher IWB Printer C2k access Camera	software IWB Printer C2k access Camera	In Future - View and evaluate work through email/Fronter Print off work/ evaluations for records

P5

	Term 1	Term 2	Term 3	
Statutory requirements	Explore 2	Explore 2 (Explore 1) Express Evaluate Exhibit	Explore 1	Exchange
Desirable features	Interactive Design	Interactive design (working with images)	DT Publishing	In Future: -View and evaluate work through email/Fronter
Assessment	Staircase sequence/explore a maze	Sort It Out/ (Poster Magic)	Extra, Extra	Print off work/ evaluations for records
Possible equipment requirements	2simple software IWB Printer C2k access Camera	software IWB Printer C2k access Camera	software IWB Printer C2k access Camera	Learning NI comment

P6

	Term 1	Term 2	Term 3	
Statutory requirements	Explore 2	Explore 1	Explore 2	
Desirable features	Managing Data	DT Publishing	Interactive Design	In future –
Assessment	Going Camping	Design Leaflet A	Precious Waste/ On the Tiles	View and evaluate work through email/Fronter
Possible equipment requirements	2simple software IWB Printer C2k access Camera	software IWB Printer C2k access Camera	Scratch/ Blackcat logo software IWB Printer C2k access Camera	Print off work/ evaluations for records Pupil work displayed on Website/FB

P7

	Term 1	Term 2	Term 3	
Statutory requirements	Explore 2 Express Evaluate Exhibit	Explore 1 Express Evaluate Exhibit	Explore 1 Express Evaluate Exhibit	Exchange
Desirable features	Managing Data	DT Publishing	DT publishing	In future –
Assessment	Planning Class Trip a	Extra, Extra	Topic Time	View and evaluate work through email/Fronter
Possible equipment requirements	2simple software IWB Printer C2k access Camera	software IWB Printer C2k access Camera	software IWB Printer C2k access Camera	Print off work/ evaluations for records Pupil work displayed