

# BROWNLEE PRIMARY SCHOOL



## ICT Policy 2020

This policy was adopted by the Board of Governors in November 2020. It will be reviewed by the Board of Governors in October 2022 or at such times as new guidance becomes available or relevant legislation is passed.

## **Brownlee Primary School ICT Vision**

“The aim of our school is to provide a disciplined, working, caring and happy environment in which the potential of every child is realised, and effective learning takes place.”

*Brownlee Primary School Prospectus*

ICT allows all pupils to gain confidence and ability in an ever-changing society and prepares them for the challenge of a rapidly developing and evolving technological world.

- To provide opportunities to enable all our staff, pupils and parents 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.
- ICT encourages our staff and pupils to work collaboratively.

## **Introduction**

Information and Communications Technology (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 devices such as multi-media computers, mobile phones, gaming consoles etc.

We aim to enable our pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

Brownlee Primary School meets the requirements set out within the Northern Ireland Curriculum and develops the use of the 5Es within the tasks already being carried out

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

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

Brownlee Primary School is well equipped with networked laptops and/or PCs in each classroom and networked laptops/PCS in the computer suite.

Each classroom has access to

- a computer
- a colour printer
- a digital camera
- ipads
- an Promethean Active Board
- ICT through the networked system in the ICT suite which is timetabled for every class to use throughout the week.

### **Strategies for use of ICT**

- ICT is not taught as a distinct subject, but it is a tool to be used as and when 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, homeworks and the use of the C2K “My School” secure learning platform which can be accessed though a home computer system or at the local library. An individual username and password will be issued to each child to allow access to ‘My School’ at home and in school.
- Google Classroom is a web service developed by Google for schools. It is used in the process of sharing files between teachers and students and this will be used during periods of school closures or in setting home activities.
- Class Dojo is a school communication platform that teachers, students, and families use to share what's being learned in the classroom through photos, videos, and messages. This may also be used in certain cases for the setting of home activities and during periods of school closures.
- Children should continue to be encouraged to access and make use of the school website which is regularly updated – [www.brownleeprimary.org](http://www.brownleeprimary.org)

### **ICT Competences**

At Brownlee Primary School we endeavour 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 Guidelines for the Use of the Internet and Digital Technologies

### **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.
  - They learn how to improve the presentation of their work by using desk-top 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, graphs 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. (My School)
  - 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**

Brownlee 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.

The Special Educational Needs teacher has access to a networked laptop to support her everyday teaching and learning strategies.

## **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 – 3 tasks developed within each year group within existing curricular areas.
  - ii. In Key Stage 1 and Key Stage 3 – 6 tasks from the CCEA Using ICT Assessment Tasks are assigned appropriately throughout the year groups.

### Monitoring

- Evidence covering all areas of ICT is garnered within each pupil's folder and the ICT Coordinator's Evidence Folder.
- It is currently the responsibility of the ICT Coordinator to monitor the standard and progress made by pupils throughout the school by gathering appropriate evidence at agreed times during each school year. This evidence for moderation will be kept by teaching staff through scrap books, wall displays, project work, photographs of activities or saved work. This monitoring is in preparation for the statutory assessment of Using ICT by every teacher from P3-P7.

### Assessing

- Evidence gathered each year is assessed by the ICT Coordinator, Principal and the teaching staff.

### Evaluating

- Evidence and progress in ICT is gathered each year and summarized within a self-evaluative report (Review of the School Development Plan) which is presented to the school's Board of Governors each June.

### ICT co-ordinator

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

### **Please also see the following school policies;**

- Guidelines for the Use of the Internet and Digital Technologies
- Online Safety Policy
- Mobile Phone Policy
- Anti-Bullying Policy
- Use of Social Media Policy

THIS POLICY WILL BE REVIEWED IN 2022.