

HOLY FAMILY PRIMARY SCHOOL

I.C.T. POLICY

INTRODUCTION

This document is a statement of the aims, objectives, principles and strategies for the use of Information and Communication Technology at Holy Family Primary School. It was developed in February 2004.

1. DEFINITION

I.C.T. comprises a variety of systems that handle electronically retrievable information. Computers are the most obvious of these but I.C.T. also includes programmable robots, tape recorders, calculators, cameras, video cameras, videos, T.V's and digital cameras.

We, the staff of Holy Family Primary School, recognise the potential of I.C.T. across the curriculum and the role of I.C.T. in the everyday life of all our pupils. We recognise the ever changing face of I.C.T. and wish to be able to respond to new developments. I.C.T. is a valued resource in our school. It promotes the public image of the whole school and helps pupils develop a positive self-image. We believe I.C.T. has the flexibility to meet the individual needs and abilities of all pupils and promotes access for pupils with learning difficulties. We believe I.C.T. can motivate and enthuse pupils, offers potential for effective group work and facilitates interaction between staff and pupils. We believe it is vital that all our pupils gain confidence and capability in using I.C.T. to prepare them for later life. We recognise that ever-increasingly I.C.T. skills will rank in importance alongside Literacy and Numeracy skills.

2. AIMS

Our aims in using I.C.T. are:

- That children enjoy using I.C.T. and tackle all applications with confidence and a sense of achievement - they are motivated by it.
- To enrich the quality of pupils' learning through their active involvement individually and collaboratively.
- To develop as far as possible the use of I.C.T. as a teaching aid throughout our delivery of the curriculum for all age ranges.
- To extend opportunities for problem solving, investigating, interpreting information, applying skills and practising skills.
- To present I.C.T. as a creative process which encourages children to use their own initiative, imagination and reasoning.

- To make computers an integral part of the classroom experiences of all the children in our school and to ensure equity of access to I.C.T.
- To give pupils opportunities across all the I.C.T. strands so they reach their full potential.
- To help children understand I.C.T., its uses/limitations and effects on society.
- To help children see I.C.T. as an essential tool for learning, communicating, finding information, developing information skills and controlling their environment.
- To harness the power of technology to help differentiate for pupils with special educational needs (less and more able).
- To ensure children's I.C.T. experiences are progressive, coherent and relevant as they progress through our school.
- To encourage pupils with access to home computers to contribute to and enhance their school work and homework.
- To use I.C.T. to keep parents informed of all aspects of school life.
- To encourage pupils and teachers to recognise the Internet as a valuable teaching and learning resource.
- To develop staff so that they are able to adapt to the continually changing challenges presented by I.C.T. and in so doing ensure that our pupils receive an I.C.T. education in line with their ability, access and needs.

3. LEARNING AND TEACHING STYLES

Classroom computers are located in a suitable area of the room where pupils can work unhampered. The teacher may use the computer for group teaching where appropriate. In the classroom children will work individually, in pairs or in small groups (particularly if discussion is a feature of the programme). In the computer suite, pupils will work individually (or in pairs if necessary).

Children will work with a classroom assistant e.g. - in early years, (help with reading) to aid data entry for information processing work, to introduce new software, prompt/assist with problem solving work, pupils with S.E.N. Pupils will work in mixed or matched ability groupings according to the programmes used.

We aim to present I.C.T. in practical contexts which will be relevant to the children's experiences and take account of their previous I.C.T. knowledge. We promote a 'hands on' experience approach.

4. CROSS CURRICULAR THEMES

I.C.T. is one of the cross-curricular themes. It is not taught as a distinct subject but seen as a tool to be used to enhance children's learning throughout the curriculum. It is integrated into the programme of topics, curriculum and other policies, schemes and half-termly planners.

5. CONTINUITY AND PROGRESSION

The I.C.T. co-ordinators liaise with the curriculum leaders (V.P.'s) and subject co-ordinators to develop use of I.C.T. in curricular areas for different year groups. There is a line of progression being currently developed for I.C.T. skills, based on the Folens Scheme. These will inform half-termly planners.

Planners are monitored by the I.C.T. co-ordinator.

6. DIFFERENTIATION

Teachers will take account of previous pupil knowledge/skills/understanding when planning for activities, especially for lower achieving and upper ability groups.

7. CO-ORDINATION OF THE CURRICULAR AREA

In Holy Family Primary School there are currently two co-ordinators responsible for I.C.T. They liaise with the Principal, V.P.'s (curriculum leaders) and the subject co-ordinators. The co-ordinators also work with an I.C.T. cluster group representative of each key stage. Meetings for the cluster groups are time-tabled into Directed Time Curriculum Development sessions according to need. Information/developments are relayed to rest of staff. All teachers are given a copy of the Development Plan for I.C.T. The co-ordinators are released from class according to need e.g. training, information days, organisation, liaising, planning, monitoring and evaluating.

The role of the I.C.T. co-ordinators:

- To take the lead in policy/scheme development and implementation of these in consultation with the Principal, I.C.T. cluster group and staff.
- To monitor and evaluate the provision of I.C.T. throughout the school and to ensure I.C.T. is included in school policies, schemes of work and half termly planners and that all strands are represented.
- To work with Principal, V.P.'s, co-ordinators and staff to ensure coherent whole school approach to I.C.T.
- To develop and implement in conjunction with staff, assessment procedures for I.C.T.
- To requisition and maintain resources for effective delivery of the school's I.C.T. scheme.
- To ensure staff have current inventory of resources and are made aware of how to use these across curricular areas.
- To support staff in all matters relating to I.C.T. (including some technical support).
- To attend relevant courses and relay information to staff via report/cluster group/INSET.
- To audit staff competency in I.C.T. and organise school based or other INSET using internal/external support for I.C.T.
- To determine the placement of hardware and ensure maximum utilisation.
- To liaise with co-ordinators, schools and external agencies as required.
- To make staff aware of health/safety aspects of I.C.T.

8. PLANNING, MONITORING AND EVALUATION

Planning for the use of I.C.T. is a process in which all teachers are involved. Software used has been carefully mapped out to ensure that pupils' experience of I.C.T. is continuous and progressive. I.C.T. activities are integrated into year group schemes, development plans, half termly planners and daily notes.

The co-ordinators will monitor and evaluate the use of I.C.T. in the schemes and half termly planners to ensure progression and breadth. Samples of pupil generated work will be collected and stored in pupil profiles. Excellence in I.C.T. use is celebrated in displays around the school.

The Principal, Vice-Principal, I.C.T. Co-ordinators and S.M.T. will be responsible for the overall monitoring and evaluation of I.C.T. throughout the school. Evidence used to inform such evaluations will include:

- (a) Children's work.
- (b) Teachers' planners.
- (c) Pupil performance in I.C.T. Accreditation Programme.
- (d) Teacher assessments of pupils' work.
- (e) C2k audit reports

9. CURRICULUM FEEDBACK

Teachers will receive curriculum feedback at year group and individual level.

10. S.E.N.

Pupils with special needs have the same I.C.T. entitlement as all other pupils and are offered the same curriculum. However, in addition, particular applications of I.C.T. are used for pupils with difficulties in learning, who need to be motivated to practise basic skills regularly and intensively, and thus benefit from the use of programmes in which skills practice is set in the context of motivating materials. The 'Reading Academy' system provides individualised programmes for pupils of all abilities.

11. HOMEWORK

Pupils with access to computers will be encouraged to use them to enhance their homeworks.

12. ASSESSMENT / RECORD KEEPING

Formative assessment is used to guide the progress of individual pupils in their use of I.C.T. It involves identifying each child's progress, determining what each child has learned and what therefore should be the next stage in his/her learning. At present this is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment of I.C.T. work include:

- small group discussions, perhaps in the context of a practical task;
- specific I.C.T. assignments for individual pupils;

- individual discussions in which children are encouraged to appraise their own work and progress.
- Built into the Folens scheme currently being developed are individual progress records which cover the four objectives in I.C.T. The class teacher will monitor children and complete the individual record sheet on completion of activities. This information can be used for reporting to parents in the end of year report and for passing on to the next teacher along with pupil profiles.
- One piece of I.C.T. work shall be also placed in pupil profiles, demonstrating the child's level of attainment (as stated in our 'Assessment Policy').
- Holy Family participates in C.C.E.A.'s End of Key Stage Two I.C.T. Accreditation Scheme and pupils from P7 will be awarded Certificates and Levels each June by C.C.E.A.

13. MARKING

As with all other subjects, teachers respond positively when viewing pupil's work. Many of the programmes have marking features built into them.

14. TIME ALLOCATION

D.E.N.I.'s Strategy for Educational Technology in N. Ireland recommends that pupils spend 10% of their time weekly with the use of I.C.T. facilities to support curriculum learning. The computer suite timetable will be updated termly to facilitate the needs of different year groups. Children in P1 - P3 are ensured access on checklist system during structured play and on-going each day to support learning in curricular areas and develop I.C.T. skills. Children in Primary One will be introduced to the computer suite in the 3rd term. Further time is spent using T.V./video/tape recorders/calculators etc. as appropriate.

15. PROVISION FOR I.C.T.

At Holy Family we operate a C2K / Viglen networked system. This ensures that each classroom has permanent use of a PC and networked access to a coloured and black & white printer. Additionally each class is able to make use of the computer suite which houses 26 PCs; a scanner; a coloured printer; a black & white printer; 3 web-cams and an electronic microscope and an inter-active whiteboard.

We have also established an ILS suite (individualised, integrated learning system focusing on reading skills) using 10 networked Dell PCs. Access to this suite is timetabled to meet the needs of targeted groups of children.

16. STAFF DEVELOPMENT

We view staff development as a never-ending process. The needs of individual teachers will continuously be audited and a staff development plan will be drawn up to meet the needs identified. Sufficient time will be set aside to allow teachers opportunities to enhance their I.C.T. skills. School based and external courses will be arranged. Opportunities will be given for teachers who have attended courses to share the experiences gained with relevant staff.

All teachers have been N.O.F. trained since June 2002. We currently have 21 laptops in the school. This allows each teacher permanent access to a laptop. Teachers are encouraged to take computers home to prepare resources and develop competence/confidence in using I.C.T.

17. RESOURCES

55 Viglen PCs (26 in the computer suite); 10 Dell PCs (ILS suite); 10 Acorn machines; 21 laptops; 3 web-cams; 1 digital camera; roamers; 1 interactive whiteboard (staff to be trained this year); 1 data logger.

Each teacher is provided with an up to date inventory of software, which outlines curricular limits and age suitability of material.

18. SAFETY

Teachers and pupils are made aware of the need for care and safety regarding all I.C.T. equipment, when setting up and moving equipment, establishing appropriate working conditions, general electrical safety (regular checks are made to all equipment including video, cassettes, T.V.'s etc. by a professional safety officer). Computer items are security marked and/or numbered. They are recorded in a hardware inventory. Items that are borrowed must be signed out at the school office.

19. MAINTENANCE

When equipment is not working, the class teacher can initially check by connecting the computer to another to see where the fault is coming from. He /she can then complete a fault report form and send it to the office where it will be immediately reported to SX3. Faults in the equipment in the computer suite should be reported as soon as possible to the technician. A termly check/audit for broken items is made.

20. ACQUIRING ADDITIONAL RESOURCES

Sources: Welbsoft, Technology Centre, Viglen, various catalogues, Tesco Computers for Schools.

REVIEW

This policy will be reviewed in March 2007.