



Carr's Glen Primary School
629 Oldpark Road
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BT14 6QX
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Carr's Glen Primary and Nursery School

Using ICT Policy

Introduction

Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop their knowledge and understanding to enable them to use appropriate ICT resources effectively as tools for teaching and learning.

Teaching and Learning

Information and Communications Technology prepares pupils to participate in a world where technology is playing an ever increasing role. Through the Using of ICT, pupils learn how to access ideas and information from a wide range of people, communities and cultures. The use of ICT has the potential to develop pupils' initiative and independent learning.

UICT is concerned with the handling of electronic information and involves creating, collecting, holding, processing, presenting, and communicating this information in a variety of ways for a variety of purposes.

Rationale

Why should our pupils Use ICT?

- UICT can enhance the learning process across all areas of the curriculum
- UICT enables pupils to undertake activities which would be difficult to pursue in any other way
- UICT can motivate and enthuse pupils
- To enhance self-esteem
- UICT has the flexibility to meet the individual needs and abilities of each pupil catering for both weak and high achievers
- UICT supports different types of learners – audio, kinesthetic and visual
- Develop life skills

- Provide children with up-to-date resources of information
- Develop an inclusive learning environment
- Raise levels of pupil competences in UICT
- Raise levels of teacher competence and confidence in integrating UICT into the curriculum
- Improve levels of Literacy and Numeracy

Aims

Our aims in Using ICT are to:

- Develop positive and responsible attitudes towards Using ICT
- Develop an appreciation for the role of UICT in everyday life
- Extend and enhance learning across all areas of the curriculum
- View digital devices as a source of information
- Enhance research skills
- Develop good health and safety attitudes and practice
- Evaluate information critically

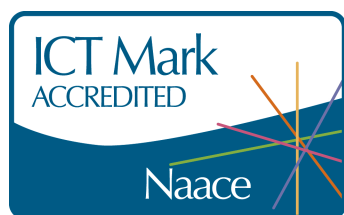
Strategies for Use of ICT

- UICT is not taught as a distinct subject, but is a tool to be used as appropriate through the curriculum
- UICT should be integrated into each area of study to support and enrich children's learning
- All pupils are given equal access and opportunities through the management of UICT resources

Progression

- Progression in each area of UICT is currently being identified and agreed by all staff. Assessment of Using ICT skills is completed through the CCEA UICT Accreditation Scheme and use of the tasks provided online.

ICT Awards



In January 2018 the school were assessed for the ICT Mark and were successful in achieving this showing how the school has demonstrated commitment to continual improvement through ICT.

In September 2019 the school were assessed for the Digital Schools Award and were successful in achieving this.

Access and Resources

The term 'Using Information and Communication Technology' includes the use of all equipment, which allows the user to communicate or manipulate information electronically.

Each classroom has collective access to the networked C2K system and interactive whiteboards, along with Apple TV and BT Wifi.

Nursery up to Year 7 have 1 classroom PC and 1 laptop.

Every teacher has a laptop in their classroom for use with their whiteboards. Each teacher also has an iPad.

The children also have access to:

- Beebots
- A class set of activotes
- Macbook
- ipads
- 2 iPods
- 4 Kindle Fires
- 30 chromebooks
- 5 Smart R2D2's
- 4 Dash and Dot sets
- 5 Sphero/Sparks
- 1 mini sphero
- 1 ollie
- 5 Drones
- 1 large drone
- lego mindstorms
- Computer suite with 20 computers – timetabled appropriately
- Library with new online library service through c2k
- Digital cameras
- Hand held video cameras
- Printers in every classroom

Health and Safety

- Each classroom has rules for the safe use of the computer, devised and discussed with the children and displayed in the classroom;
- When using the computer the child should be able to sit upright on a chair, having arms roughly horizontal when using a keyboard;
- The child's feet should reach the floor;
- Children sharing a computer should ensure everyone in the group can see the screen without straining;
- Children should be shown how to hold a mouse lightly in the widest part of their hand so that a very small movement is needed to click a button;

- The computer monitor and keyboard should be arranged in such a way that they are accessible to the children
- Computers should be placed to avoid glare or light from windows;
- Leads should not trail on the floor;
- Damaged leads or plugs should be replaced;
- Children should be shown how to care for the ipads and to be safe with them at all times
- Children will be reminded to close the cover of the ipad when moving round the classroom
- Children will be shown how to safely set up the ipads to charge and how to connect and disconnect from the charger

Inclusion

- All children will be given access to Using ICT regardless of gender, race, physical or sensory disability.
- For pupils with learning difficulties and/or physical or sensory difficulties, appropriate use of ICT can often enhance access to aspects of the curriculum. In co-operation with the SENCO we will endeavor to provide ,wherever and whenever possible, appropriate software and hardware to enable such success.

Internet

- The school has c2k internet access in every classroom along with c2k wifi and BT Wifi. Any use of the Internet will be strictly in accordance with the school's Online Safety Policy, which has been communicated to staff, pupils, governors and parents.

The Role of the ICT Coordinator

The ICT coordinator should:

- Ensure that the use of Using ICT is managed and organized in order to meet the school aims and objectives effectively;
- Play a key role in policy development, ensuring the Using ICT policy is revised and updated as necessary;
- Liaise with the Principal, Vice Principal, Senior Management Team and Board of Governors, when appropriate, in order to identify priorities and areas for development;
- Support, guide and motivate colleagues in the implementation of Using ICT in their practice;
- Stay abreast of educational change and development in using ICT, offering training where necessary;
- Attend relevant course and disseminate to staff at Staff Meetings;

School Development Plan

The school's action planning for ICT forms part of the overall School Development Plan, identifying and prioritizing areas for development. This is reviewed on an annual basis.

Monitoring and Evaluating

Teachers maintain planning to show progression and evidence of skills taught in each aspect of UICT. They also evaluate to show any chance or concerns they might have. Samples of children's work are maintained as evidence in each child's 'My Documents' and also in a central file in vice-principal's office. These files are curated and monitored by the ICT coordinator on a yearly basis.

CCEA Accreditation tasks completed by each year group to formally assess UICT skills across the levels. These are stored in a folder in Public but also on a school Google Drive account.