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# Dromore Road Primary School



Dromore Road is a small controlled Primary school situated in the town of Warrenpoint. We provide a broad and balanced education for children from P1 – P7.

## I.C.T POLICY



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## **Information and Communications Technology (ICT)**

### **ICT in the Curriculum**

*“At the heart of our curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society.”*

*(Page 5. Primary Curriculum Document)*

*Using Information and Communications Technology is one of three cross curricular skills:*

- *Communication*
- *Using Mathematics*
- *Using Information and Communications Technology*

### **Using Information and Communications Technology**

Information and Communications Technology across the curriculum has the potential to transform and enrich pupils’ learning experiences and environments. It can empower pupils, develop self esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils’ thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

Pupils should develop the skills of Using ICT by engaging in meaningful research and purposeful activities set in relevant contexts. They should use ICT to handle and communicate information, solve problems, pose questions and take risks. They should process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

*(Page 7. Primary Curriculum Document)*

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## The “Five Es”

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills to:

### Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;

### Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

### Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

### Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used

### Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

**Throughout all of this work children should understand how to keep safe and display acceptable online behaviour.**



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## ICT Resources

ICT includes the use of equipment that enables users to communicate, collaborate or to manipulate information electronically.

- Computers, Laptops and iPads
- The Internet and possibly E-mail
- Recording devices – USB Microphones, Easi-Speak microphones etc
- Headphones, Listening centres
- Television
- DVD Player / video players
- Calculators
- Cameras – including digital video cameras
- Telephone and Fax Machine
- Programmable Toys – Bee-Bot, Roamer
- Interactive Whiteboard
- Scanner
- Data Projector and Apple TV
- Webcams
- USB pens

As children progress from P1-P7 they are given opportunities to use a variety of these ICT resources.

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## **1. Philosophy/Rationale**

At Dromore Road Primary School, it is believed that

- ICT provides opportunities to enhance and enrich children's learning experiences across the curriculum
- ICT can present information in new ways, which help pupils to understand, assimilate and use it more readily
- ICT gives pupils access to immediate and up-to-date sources of information
- ICT can motivate and enthuse pupils
- ICT has the flexibility to allow pupils to work at their own pace
- ICT offers potential for effective individual/group/whole class work
- ICT gives pupils opportunities to develop skills for life
- ICT encourages learners in research based, flexible and effective forms of learning that will contribute to lifelong learning

## **2. Aims**

**We aim:**

- To raise levels of pupil competence and confidence in using ICT - by developing children's knowledge, understanding and skills in using a range of ICT tools across the curriculum
- To raise levels of teacher competence and confidence in integrating ICT into their planning, teaching and assessment of children's work (using ICT as an integral part of the processes and the management of teaching and learning)
- To use ICT to enhance and enrich children's learning and add to its enjoyment
- To provide access to electronic sources of information and interactive learning resources
- To enable children and teachers to have access to immediate and up-to-date sources of information
- To develop children's independent learning skills using ICT across the curriculum
- To develop information handling and research skills

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### **3. Resource Provision and Organisation**

Resources are regularly audited and stored centrally.

#### *Organisation of Resources*

ICT resources will be apportioned from a central fund. Planning and provision of resources will be the responsibility of the principal and ICT Coordinator, in consultation with staff.

- All C2K PC's provide software titles to suit curriculum needs. Teachers select software titles appropriate to children's needs and abilities, taking into account progression from P1-7
- All classrooms are equipped with C2K PCs which provide connection to the internet.
- Through the network there are shared printing facilities. Colour and black and white printers are located in a central resource area agreed by teachers
- Laptops and iPads are available for use on network and standalone classroom use
- Each teacher has access to a laptop.
- Teachers may connect laptops to network points in order to carry out curriculum research, planning etc.
- Certain resources are centrally stored

### **4. Access**

#### *Pupil Access*

- Through C2K computers all pupils have access to software titles appropriate to their curriculum needs and learning needs
- Through C2K computers, Laptops and iPads all children have access to the Internet
- Through the network, children in each classroom have access to both colour and black and white printing facilities

#### *Pupil Assistance and Supervision*

- Children use ICT resources under the guidance of the Classroom Teacher, SENCO or Classroom Assistant
- The use of the Internet is always a supervised activity. All children and parents are required to sign an acceptable use of the internet agreement.

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## *Teacher Access*

- All teachers have access to the C2K system
- Through C2K computers all teachers have access to software titles appropriate to their curriculum planning needs and classroom practice
- Through C2K computers, laptops and iPads all teachers have access to the Internet at all 3 levels.
- All teachers have access to laptops and iPads available for use on the network and for home use
- All teachers have access to ICT equipment such as USB microphones, interactive whiteboard, digital cameras, etc. to facilitate a variety of teaching approaches

## **5. Strategies for Using ICT Resources**

Where appropriate, children will have opportunities to use ICT resources to carry out:

- Individual work
- Group activities  
At times children will work in pairs at the computer and iPads  
It is important that all children are engaged on task and can see the screen comfortably therefore no more than three children will work together at one computer.
- Whole class activities  
Children may share in a computer-led activity where an interactive whiteboard, data projector or Apple TV device is used.

All children will have planned opportunities to use ICT resources at a level appropriate to their ability. A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

## **6. Planning**

### *Planning at Whole-School Level.*

- The Principal, ICT Co-ordinator and Staff consult on how ICT is incorporated into the School Development Plan
- In consultation with all staff an ICT Action Plan is drawn up annually by the ICT Co-ordinator and is reviewed by all staff as appropriate
- A line of development in ICT ensuring progression and continuity for children from P1-P7 has been drawn up and agreed by all staff

### *Planning at Year-Group and Class Levels*

- ICT is embedded into long and medium term planners.
- ICT is integrated into medium term planners and takes account of progression

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- Teachers meet regularly to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

## **7. Assessment, Recording and Reporting**

Children's use of ICT is assessed and recorded by the classroom teacher in line with the school assessment policy using the following approaches.

- Formative assessment methods - observing and questioning during classroom activities
- The child's achievements may be recorded by the teacher completing a check list of skills, knowledge and understanding
- Summative assessment methods - in collecting samples of children's work using ICT. These include UICT tasks provided by CCEA. (Statutory Assessment of children's skills in Using ICT is planned to begin in 2015/2016).

Teachers will report on a child's progress:

To the Next Teacher:

- By discussing progress
- By passing on samples of work
- By passing on information regarding skills/level

To Parents/Guardians:

- By informal discussion during parent interviews
- By a formal comment regarding 'Using ICT' on the child's annual report

## **8. Provision for Pupils with Special Educational Needs**

It is important to recognise the potential of ICT to help address children's individual learning needs. ICT is used to enhance the learning experiences of children with special educational needs within the school.

- Where appropriate, recommended specific software e.g. Nessy, Wordshark and programmes available on C2K, are used to assist learning
- Where appropriate, teacher developed resources are used to assist learning

Teachers will familiarise themselves with the variety of graded levels within frequently used software in order to provide differentiation and cater for children with special educational needs within their classrooms.

Where children with special needs are working in withdrawal groups they will have access to appropriate ICT resources.

The use of ICT to provide challenge for Gifted and Talented children is also explored.

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## **9. Equality of Access**

All children will have equality of access to the use of ICT across the curriculum. The school will guard against gender stereotyping with encouragement given to both girls and boys to engage in ICT related activities. Children of all ages, ability levels, and backgrounds will have equal access to ICT resources.

It is important that children who do not have ICT resources at home should not be disadvantaged. To seek to facilitate this, provision may be made to permit the use of computers beyond normal school hours whether through “homework clubs”, computer clubs or time set aside within the school day.

## **10. Health and Safety**

Each classroom has rules for safe use of the internet – devised and discussed with children and displayed in room.

In all classrooms consideration is given to health and safety in the location and positioning of equipment.

## **11. Management Information**

ICT enables efficient and effective access to and storage of data for the principal, teachers and administrative staff. We currently use SIMS which operates on the school’s administrative network and is supported by C2K. The school has defined roles and responsibilities to ensure data is well maintained, secure and that appropriate access is properly managed with appropriate training provided. All teaching staff have access to Assessment Manager.

## **12. ICT in the Home and in the Community**

An increasing number of children have access to computers in the home or through their out-of-school activities.

In keeping with the school Homework Policy children will be encouraged to make use of home computers and ICT resources available through places such as After School Clubs, Libraries, and Youth Clubs.

Where appropriate children will be given opportunities to make use of ICT resources to:

- Carry out research to support classroom work, projects etc.
- To complete work begun in school
- To carry out or present a homework task

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Work carried out on home computers should be valued. It is important to ensure that a consistent approach to children's use of home computers is taken in each class as a child progresses through the school.

### **13. Staff CPD**

Staff development in ICT is ongoing within the school. It is our aim to raise the level of staff competence and confidence in ICT by:

- Giving teachers and support staff opportunities to attend INSET – to develop their knowledge and use of ICT across the curriculum
- Providing in-school support for teachers and support staff who require assistance in developing particular aspects of ICT skills, knowledge and understanding
- Sharing good practice in the use of ICT
- Seeking opportunities for involvement in ICT-based projects within and beyond the school
- Participation in online learning.

### **14. The Role of the ICT Coordinator**

The role of the ICT Coordinator may include the following:

- To provide leadership and direction
- To ensure that the use of ICT is managed and organised to meet school aims and objectives
- To play a key role in school policy development in relation to ICT and teaching and learning
- To liaise with principal in order to set priorities and targets to improve ICT provision and include on the School Development Plan
- To support, guide and motivate colleagues - which may require the provision of training for staff
- To contribute to the monitoring and evaluation process
- To keep up to date with recent developments in ICT and advise colleagues appropriately
- To ensure continuing personal professional development
- To model good practice by integrating ICT effectively into curriculum planning, classroom teaching and the assessment of children's work

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## 14 The Responsibility of the Classroom Teacher

It is the responsibility of the classroom teacher to:

- Contribute to whole-school planning for ICT
- Integrate ICT into curriculum planning, classroom teaching and the assessment of children's work
- Ensure that any ICT resource/software used in the classroom is appropriate to curriculum needs and children's learning needs
- Ensure health and safety practices are carried out
- Discuss and devise with the children rules for using the computer and have these clearly displayed in the classroom
- Implement the e-Safety Policy

**Policy Review**

As ICT resources increase and pupil and teacher ICT competence develops it is important to review the ICT Policy and to evaluate its effectiveness.

Signed: \_\_\_\_\_  
(Chairperson)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Co-ordinator \_\_\_\_\_  
(ICT Coordinator)

Date: \_\_\_\_\_