

St. Bride's I.C.T. Policy

This whole-school ICT policy sets out the rationale for the learning and teaching of ICT in St. Bride's Primary School and the aims and objectives for ICT. It provides guidance on the measures that need to be in place in order to implement the policy effectively.

This policy will be subject to regular reviews in common with other school policies. It is reflected in the School's Development Plan and will be adopted by the Board of Governors.

1. Aims and objectives

1.1 ICT is changing the lives of everyone. Through teaching ICT in St. Bride's we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. In line with the Revised Curriculum we enable children to use ICT to explore, exchange, exhibit, express and evaluate information and enhance their learning. We also focus on developing the skills, knowledge and understanding necessary for children to progress and be able to use information in a discriminating and effective way. ICT skills are a major factor in enabling children to be confident, creative and independent learners.

1.2 In the Revised Curriculum ICT is a 'Cross Curricular Skill' and is used to support the teaching of all subjects.

1.3 The aims of ICT are to enable children:

- to develop ICT capability in finding, selecting and using information;
- to use ICT for effective and appropriate communication;
- to monitor and control events both real and imaginary;
- to apply hardware and software to creative and appropriate uses of information;
- to apply their ICT skills, knowledge and understanding to their learning in other curriculum areas;
- to use their ICT skills to develop their language and communication skills;
- to explore their attitudes towards ICT and its value to them and society in general e.g. to learn about issues of security and confidentiality.

2. Learning and Teaching

2.1 As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching styles that we adopt are as practical and active as possible. At times we will give children direct instruction on how to use hardware or software in 'skills' lessons but we often use ICT capabilities to support teaching and learning across the curriculum. So, for example, children might investigate a history topic using the software programmes on the school network, or they might research a particular topic on the internet in The World Around Us. We encourage the children to explore ways in which the use of ICT can improve their knowledge and understanding, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text, changing layout and adding graphics.

2.2 We recognise that all classes have children with widely differing ICT abilities. This is especially true when the majority of our children have access to ICT equipment at home. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- setting common tasks which are open-ended and can have a variety of responses;

- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the ICT Suite/classroom and setting different tasks for each ability group;
- providing resources of different complexity that are matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.
- providing opportunities during a variety of lessons, e.g. task time, Numeracy, play

3. Curriculum

3.1 Using ICT

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.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop 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 electronic tools;
- understand how to keep safe and display acceptable online behaviour.

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.

The school uses these five 'E'reas of ICT as required by the Revised Curriculum together with CCEA Key Stages 1 and 2 Accreditation as the basis for its curriculum planning. We have adapted the skills, knowledge and understanding of ICT in each Primary Level to provide continuity.

3.2 We carry out the curriculum planning in ICT in two phases (long-term – ICT Programmes for each Year Group level and short-term – Fortnightly Planners). The long-term plan maps the ICT skills, knowledge and understanding and includes software programmes, activities and the

Thinking Skills and Capabilities that children study throughout each Year Group. The ICT Co-ordinator and the ICT Team develop these plans in consultation with teaching colleagues in each year group.

3.3 Our Fortnightly Plans include the activities and software. They identify the key learning objectives and include aspects of classroom management. The ICT Co-ordinator and the Senior Management Team are responsible for reviewing these plans. Year group teachers are responsible for writing the Fortnightly Plans while following the Year Group Programmes. These plans list the specific learning objectives of each lesson. The class teacher keeps these Fortnightly Plans and a copy is saved onto the 'Public' folder on the school network. At regular times throughout the year the ICT Co-ordinator discusses the plans with teachers.

3.4 The level of skills, knowledge and understanding studied in ICT are planned to build upon and take into account prior learning. While we offer opportunities for children of all abilities to develop their skills and knowledge in different programmes, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they progress through the school.

3.5 In the Foundation Stage (Years 1 & 2) we teach ICT as an integral part of the topic work covered during the year. The children have the opportunity to use the computers and software in the classroom and digital devices such as 'BeeBots' and digital cameras. Throughout the stage they gain confidence in UICT skills. Pupils in Year 2 are timetabled to use the ICT Room and are encouraged to log on to the school network using their individual user names and passwords.

3.6 In Key Stages 1 & 2 (Years 3 to 7) the children continue to log onto the school network using their individual user names and passwords. At the end of these Key Stages the pupils work towards completing tasks for the CCEA ICT Accreditation.

4. The contribution of ICT to teaching in other curriculum areas

4.1 ICT contributes to learning and teaching in all curriculum areas. For example, work using databases supports work in mathematics, while the Internet is very useful for researching topics in 'The World Around Us'. ICT enables children to present their information and conclusions in the most appropriate format.

4.2 Language and Literacy

ICT is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit, improve layout, import pictures and revise text. They have the opportunity to develop their writing skills by communicating with other children in groups. They learn how to improve the presentation of their work by using Microsoft Word software.

4.3 Mathematics and Numeracy

Many ICT activities build upon the mathematical skills of the children. Children may use ICT in mathematics to collect data, make predictions, analyse results, and present information graphically.

4.4 The Arts

This Area of Learning comprises the subjects of Art and Design, Drama and Music. ICT provides rich opportunities for developing creativity while allowing children to express their ideas, feelings and interpretations of the world through interactive programmes.

4.5 The World Around Us

This Area of Learning comprises the subjects of geography, history and science and technology. Our "World Around Us" curriculum topics also focus on developing children's interests in their world through a questioning and research based ICT approach.

4.6 Personal Development and Mutual Understanding

Personal Development and Mutual Understanding (PDMU) focuses on encouraging each child to become personally, emotionally and socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. ICT makes a contribution to the teaching of PDMU as children learn to work together in a collaborative manner. They develop a sense of citizenship by using the Internet to enrich and broaden their experiences.

4.7 Physical Movement/Education

Appropriate use of ICT resources e.g. cameras, video cameras, pulse meters, graph programmes, etc. can be used to enhance learning and support the analysis of P.E. activities.

4.8 E-safety

This refers to both children behaving appropriately online and knowing how to keep safe when carrying out online activities. E-safety should permeate everything that pupils do in UICT and this will be shared with parents.

5. Teaching ICT to children with special needs/EAL

5.1 In St. Bride's we teach ICT to all children, whatever their ability. ICT is a Cross Curriculum Theme in our school curriculum and provides a broad and balanced education for all our children. We provide differentiated learning opportunities that are matched to the needs of children with learning difficulties. The use of ICT may have a considerable impact on the quality of work that children produce. It increases their confidence and motivation. When planning work in ICT, we take into account the targets set out in the children's Individual Education Plans (IEPs). The use of ICT can support children in achieving their targets and aids progression in their learning. The use of specific EAL programmes e.g. 'Way Ahead' can accelerate learning for children with individual language needs. Appropriate programmes can provide additional practice in areas where improvement and reinforcement is required.

6. Assessment

6.1 Teachers assess children's progress in ICT by making informal judgements as they observe them during lessons. Pupils' progress is closely monitored by the class teacher. In the pupil's Annual Report to parents, teachers should include a brief report on the pupil's UICT achievements. At the end of Key Stages 1 and 2, as part of the CCEA UICT Accreditation Scheme, each child will be awarded certificates for their UICT skills. When appropriate, pupils print their work and this is kept in their ICT files. Children also save their work into their 'My Documents' folder on the school network. InCAS and ALTA (self-assessment adaptive programmes) are used where appropriate.

7. Resources

7.1 Classrooms are equipped with an interactive whiteboard and access to the School C2K Network. Each classroom has access to 2/3 computers. Pupils can print their work in colour or black and white. Teachers have access to a laptop computer for home use. In the computer room there are 32 laptop computers wirelessly connected to the school network using two WAN routers. All classes from Year 2 to Year 7 are timetabled to use the computer room.

In addition to computers and laptops, pupils and teachers have access to Bee-Bots, Roamers, digital cameras, video cameras, flip cameras, scanners, (including ALICE scanner in the library), projectors, earphones, calculators and webcams. C2K provide software for all the computers used in the school.

8. Monitoring, Evaluation and Review

8.1 The MER of the standards of the children's work and of the quality of teaching in ICT is the responsibility of the ICT Co-ordinator and the Senior Management Team. The ICT Co-ordinator is responsible for supporting colleagues in the teaching of ICT, for keeping them informed about current developments in the subject and for providing a strategic lead and direction for ICT in the school. The ICT Co-ordinator regularly discusses ICT progress with colleagues and provides ICT Action Plans in keeping with the School Development Plan. These plans target areas for improvement. The procedures of ICT MER will include the auditing of fortnightly plans, classroom observations, questionnaires and discussions with staff. UICT Accreditation at Key Stage 1 and Key Stage 2 provides evidence for the evaluation of the children's levels of attainment.

9. Health and safety

In addition to educating children how to behave appropriately online, careful consideration is given to the following areas;

9.1 Children should not be responsible for moving heavy equipment around the school. They should not be given the responsibility of plugging in and switching on machines without an adult present.

9.2 Food and drink should not be consumed near ICT equipment.

9.3 It is the responsibility of teachers and classroom assistants to ensure that classroom ICT equipment is stored securely and cleaned regularly (including projector filters).

9.4 Teachers should ensure that the children are seated at the computers comfortably, at the appropriate screen position and be aware of the dangers of continuous use (e.g. eye/wrist strain, repetitive strain injury, etc). Cables, leads etc. should be tucked safely away.

9.5 An adult should always supervise children when they are accessing information via the Internet. C2K filters are sometimes used to deny pupils information containing adult themes but staff are ultimately responsible for information accessed by pupils.

9.6 Interactive Whiteboards and Projectors

Staring directly into the projector beam should be avoided at all times. If an individual is presenting to the rest of the class they should not look towards the projector beam for more than a few seconds. Standing facing into the beam should be minimised when possible. The use of a stick or laser pointer to avoid the need of the user to enter the beam is recommended. Pupils should be adequately supervised when they are asked to point out something on the screen.

10. Professional Development of staff

10.1 All staff have the responsibility to develop their own expertise and share good practice. Staff confidence and skills will also be developed through INSET training sessions provided by the ICT Co-ordinator, staff and external agencies. Regular audits will take place to identify staff needs.

10.2 The ICT Co-ordinator will support ICT planning and teaching where possible.

APPENDIX 1

ST. BRIDE'S PRIMARY SCHOOL POLICY FOR THE ACCEPTABLE USE OF THE INTERNET

Aims:

- To use information and communication technologies as a required aspect to fulfill the statutory requirements of the Northern Ireland Curriculum.
- To provide for the pupils and all employees of St. Bride's P.S. controlled and monitored access to the World Wide Web (WWW)
- To use the internet in a manner consistent with the rules of behavior governing employees in the education sector.
- To comply with all copyright, libel, fraud, discrimination and obscenity laws.

Pupils:

- Should act in a considerate and responsible manner and will be responsible for their good behaviour on the school networks remembering that access to the Internet remains a privilege and not a right.
- All users should know that all sites, pages and messages are traceable at any time.

Teachers and Staff:

Are expected to communicate in a professional manner consistent with the rules of behaviour governing employees of the education sector.

Staff should ensure that pupils know and understand that no internet user is permitted to:

- Retrieve, send, copy, or display offensive messages or pictures.
- Use obscene or racist language.
- Harass, insult or attack others.
- Damage computers, computer systems or computer networks.
- Violate copyright laws.
- Use another user's password.
- Trespass in another user's folders, work or files.
- Intentionally waste resources, e.g. printing paper and ink.
- Use the network for unapproved commercial purposes.

The School Management will:

- Ensure that access to the Internet is a filtered service.
- Make all users aware that school can and does track and record the sites visited, searches made on the Internet and e-mail sent and received by individual users.
- Ensure that access for pupils in school will be available only on computers that are in highly used areas of the school such as classrooms (including the use of Laptops), the library and the special needs room.
- Ensure that computers, which are connected to the Internet, are in full view of people circulating in the area.
- Ensure that pupils will be supervised at all times unless previous permission has been granted by the class teachers or other teachers responsible for their learning.
- Ensure that all pupils understand how they are to use the internet appropriately and why the rule exists.
- Ensure that files and communications are reviewed regularly to ensure that all users are using the system responsibly.
- Ensure that normal privacy is respected and protected by password controls, as with the Internet itself, users must not expect files stored on the Public folders to be absolutely private.
- Ensure that all rights will be withdrawn if unacceptable use of the Internet is discovered.

On- line activities, which are encouraged, include for example;

- The use of the email and computer conferencing for communication between colleagues, between pupils and teachers, between pupils and pupils and between schools and industry.
- Use of the Internet to investigate and research school subjects, cross-curricular themes and topics related to social and personal development.
- The development of the pupils' competence in ICT skills and their general research skills.

On-line activities which are not permitted include, for example;

- Searching viewing and /or retrieving material that is not related to the aims of the curriculum.
- Copying, saving and or distributing copyright protected material, without approval.
- Subscribing to any service or ordering any goods or services, unless specifically approved by the school.
- Playing computer games or using other interactive 'chat' sites, unless specifically assigned by the teacher.
- Using the networking in such a way that use of the network by other users is disrupted, e.g. downloading large files during peak usage times, sending mass email messages.
- Parents should discourage their child from publishing, sharing or distributing any personal information about him or her or any other user such as, home address, email address, phone number etc.
- Any activity that violates school rules.

Advice for Parents

While in school, teachers will guide pupils towards appropriate materials on the use of the Internet. Outside school, parents/guardians bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radios and other media.

Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and schoolwork. It should however be supervised, and parents should be aware that they are responsible for their children's use of the Internet resources at home.

On occasion we will advise on useful Internet sites for your child to visit but you must remember that at school we offer filtered and monitored sites, this may not be the case at home.

It is important that as a parent or guardian you should discuss with your child the rules for using the Internet and decide together when, how long and what comprises appropriate use.

It is also important that as a parent or guardian you should get to know the sites that your child is visiting and talk to them about what they are learning.

Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the internet, such as a picture, an address, a phone number, the school name or financial information such as a credit card or bank details.

As parents you should encourage your children not to respond to any unwelcome or abusive messages and to tell you if they receive any such messages or images. If the messages come from an Internet service provided by school, they should immediately inform the school.

Internet Safety

This is some advice to children and parents on internet safety and cyber bullying. We ask you to discuss this with your child.

Safety tips for children on internet and mobile phone bullying – cyber bullying

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell –
 - o your parents, an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
 - o your school – your teacher or other teachers can help you or use the "Worry Box".
- Finally, don't just stand there – if you are aware of cyber bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Safety tips for parents and carers

- Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.

- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- See the seven key messages for children (above) to get you started.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your child not to retaliate.
- Keep the evidence of offending e-mails, text messages or online conversations.
- Report it! Contact the school if it involves another pupil, so that we can take appropriate action.
- Contact the service provider. If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Cyber Bullying

We believe that children under the age of 13yrs **should not be** accessing social media sites e.g. Facebook, ooVoo, etc. While we are aware that some children have profiles on these sites, we ask parents to monitor these very closely.

While in school, teachers will guide pupils towards appropriate materials on the use of the Internet. Outside school, parents/guardians bear the same responsibility for such guidance just as they would normally exercise with information sources such as television, telephones, movies, radios and other media. Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and schoolwork. It should however be supervised, and parents should be aware that they are responsible for their children's use of the Internet resources at home.

On occasion we will advise on useful Internet sites for your child to visit but you must remember that at school we offer filtered and monitored sites, this may not be the case at home.

It is important that as a parent or guardian you should discuss with your child the rules for using the Internet and decide together when, how long and what comprises appropriate use.

It is also important that as a parent or guardian you should get to know the sites that your child is visiting and talk to them about what they are learning.

Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the internet, such as a picture, an address, a phone number, the school name or financial information such as a credit card or bank details.

As parents you should encourage your children not to respond to any unwelcome or abusive messages and to tell you if they receive any such messages or images. If the messages come from an Internet service provided by school, they should immediately inform the school.

Safety tips for parents and carers

- Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Talk with your children and understand the ways in which they are using the internet and their mobile phone.
- See the seven key messages for children (overleaf) to get you started.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your child not to retaliate.
- Keep the evidence of offending e-mails, text messages or online conversations.
- Report it! Contact the school if it involves another pupil, so that we can take appropriate action.

Contact the service provider. If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

Please discuss the following advice with your child

Safety tips for children on internet and mobile phone bullying – cyber bullying

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell –
 - your parents, an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
 - your school – your teacher or other teachers can help you or use the "Worry Box".

- Finally, don't just stand there – if you are aware of cyber bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Cyber Bullying

Cyber bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Getting help with cyber bullying

Sometimes it can seem like cyber bullying will never end, but there are some things you can do to make it stop.

Nobody has to go through online bullying alone. Often the first step in stopping it is telling someone about it. Someone you trust could help you report the cyber bullying and give you more confidence to deal with the situation.

You could talk to:

- a friend
- an adult you trust
- a ChildLine counsellor.

How can I stop people bullying me on social networking sites?

- There are lots of great things about using social networks, but sometimes people use these sites to be abusive or nasty towards other people.
- Setting up a safe profile is a really important part of social networking. If it's possible, it's better to set up your profile so that you have control over who can see anything you post.
- Remember that you have the right to block anyone who bullies you and report them to the social network so they can take down anything offensive.
- There are lots of ways to deal with bullying on sites like Facebook, Twitter, Instagram, Tumblr, YouTube and many more.

Someone is bullying me through my mobile, what can I do?

Try and remember these tips:

- Don't reply to any nasty messages you receive.
- Keep the messages that you have been sent so you can show someone.
- Don't answer any calls from a withheld number, or from a number you don't know.
- If it gets really bad, you could change your number.
- If you change your number, only give out your new number to close friends.
- If the problem is serious, tell the police or call ChildLine for free on 0800 1111 and we can help.
- Don't keep it to yourself or try to deal with it alone.
- Tell an [adult you trust](#), like a parent, grandparent or teacher. It helps to talk.

Mobile phone operators can't stop or block a particular number from contacting another phone, but you can do this on some types of phone. Check your phone user guide to see if yours can. Mobile phone companies can only take action on the bully's account, such as blocking it, if the police are involved.