

ICT Policy



Sacred Heart Primary School
Dundrum

(Updated 2020)

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 multi-media computers, mobile phones, gaming consoles etc.

We are enabling them 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.

Sacred Heart Primary School will meet the requirements as set out within the Northern Ireland Curriculum (2007) and develop the use of the 5E's within the tasks already being carried out

- Explore Express Exchange Evaluate Exhibit

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

Sacred Heart Primary School is well equipped with networked laptops in each class.

Every class has access to

- a colour printer
- a data projector
- a BeeBot or ProBot

This has been further developed with the inclusion of Interactive Whiteboards, laptops and iPads in all classes.

Strategies for use of ICT

- ICT is not taught as a distinct subject, but it is a tool to be used as 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 and homeworks which can be researched through a home computer system or at the local library.
- Children should continue to be encouraged to access and make use of the school website which is constantly being updated.

ICT Competences

At Sacred Heart 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.

ICT and the Northern Ireland Curriculum

- **Literacy**

ICT is a major contributor to the teaching of Literacy

- Through the development of keyboard skills
- Children learn how to draft, edit and revise text
- 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 also acquire measuring techniques involving positive and negative numbers, and including decimal places.
- They can explore mathematical models.
- e.g. use of BeeBots 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.
- They also gain a knowledge and understanding of the interdependence of people around the world.

Pupils accessing the World Wide Web

For all information related to this see Sacred Heart Primary School's Policy on the Use of the Internet (see Appendix 1)

Inclusion

Sacred Heart 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 Needs teacher has access to a computer system 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 imbedded in the Northern Ireland Curriculum
 - i. In Key Stage 1 - tasks developed within each year group within existing curricular areas and CEA Portfolio Tasks.
 - ii. In Key Stage 2 - tasks from the CEA Portfolio Tasks.

Monitoring

- Evidence covering all areas of ICT are gathered within each pupil's folder.
- It is the responsibility of the ICT Coordinator to monitor the standard and progress made by each pupil by gathering appropriate evidence during each school year.

Assessing

- Evidence gathered each year is assessed by the ICT Coordinator and the teaching team.

Evaluating

- Evidence gathered each year is summarised within a self-evaluation report

ICT Coordinator

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