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**St. Davog’s Primary School**

**Using ICT Policy**

**2022/2023**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair, BoG)

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

St. Davog’s Primary School

Using Information and Communication Technology (ICT) Policy

**Mission Statement**

St. Davog’s Primary School provides quality education in an inclusive learning environment where all children are valued, nurtured, and cherished. At St. Davog’s Primary School we are committed to providing a broad, balanced and differentiated curriculum through which every child experiences a sense of enjoyment and achieves their full potential. St. Davog’s PS recognises the importance of Information and Communication Technology (ICT) in the primary school curriculum for preparing our pupils to participate in a rapidly changing world in which work and other activities are constantly being transformed by access to varied and developing technology. We understand that ICT is an important tool in both the society we live in and in the teaching and learning process. Our vision is that the teaching and learning of all areas of the curriculum will be enhanced by the use of ICT and as a school we strive to give all our pupils the opportunity to develop their skills, knowledge and understanding of ICT resources to prepare them for a future in which using ICT is an integral part of society.

**Rationale**

Why should our pupils use ICT?

* ICT can enhance and enrich the learning process across all areas of the curriculum.
* ICT can improve thinking skills and personal capabilities of pupils.
* ICT can be used as a tool to motivate and enthuse pupils whose learning style is unique.
* ICT enables children to explore, manage and evaluate information.
* ICT promotes independent learning.
* ICT provides opportunities for effective group work and collaborative learning.
* ICT supports different learning styles i.e., audio, visual, kinaesthetic.
* ICT gives children a platform to showcase their skills and creativity.
* In today’s society, pupils need to develop ICT skills in order to access relevant information.

**Aims**

Our vision encompasses the following aims:

* ICT will be embedded into everyday school life by enabling pupils to explore, express, exchange, evaluate and exhibit their work.
* To extend and enhance learning across all areas of the curriculum.
* To provide opportunities to enable all our staff, pupils and parents to be confident, competent and independent users of ICT.
* To provide an environment where access to ICT resources is natural and commonplace.
* To enable pupils to develop the skills of using ICT safely and responsibly, developing safe online behaviours to safeguard pupils’ welfare in a safe learning environment.
* To use ICT to develop an online community, sharing ideas and resources between pupils, staff, parents, Board of Governors, other schools and the wider community.

This vision statement has been arrived at following consultation between staff, governors, pupils and parents.

**Strategies for the use of ICT**

* ICT is not taught as a distinct subject but is a tool to be used in a variety of meaningful contexts throughout the curriculum.
* ICT is planned and delivered as an integral part of each curriculum area to support and enrich children’s learning.
* ICT is used to enhance learning through whole class, group and individual work.
* All pupils are given equal access opportunities and tasks will be matched to pupils’ individual needs.
* ICT is used to enhance teaching and learning through whole class, group and individual work.
* Children and their families should continue to be encouraged to access and make use of the school website which is regularly updated.

**Requirements for Using ICT in the Northern Ireland Curriculum**

Using ICT is identified as one of the three key cross-curricular skills in the Northern Ireland Curriculum. Children will be given the opportunity to develop skills in ICT in accordance with the Northern Ireland Curriculum guidelines.

St. Davog’s Primary school meets the requirements set out within the Northern Ireland Curriculum and develops the use of the ‘5Es’ of explore, express, exhibit, exchange and evaluate. A clear line of progression exists across the key stages within the school to ensure that pupils, at a level appropriate to their ability are enabled to develop these five core skills.

*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;
* 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;
* Manipulate a range of assets to produce multimedia products.

*Exchange*

Pupils should be enabled to:

* Communicate safely and responsibly using a range of digital methods and tools;
* Exchange, share and collaborate 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, including safety, reliability and acceptability.

*Exhibit*

Pupils should be enabled to:

* Manage and present their stored work;
* Showcase their learning across the curriculum;
* Use ICT safely and responsibly to share their work.

**Desirable Features**

It is our aim to give our pupils a broad and balanced experience of using ICT. As such, we endeavour to enable our pupils to develop their skills in using the 5E’s through the implementation of the desirable features identified by CCEA throughout their primary education. These are;

* Computational Thinking and Coding (Interactive Design\*)
* Digital Art and Design (Working with Images\*)
* Digital Audio (Music and Sound\*)
* Digital Storytelling: Film and Animation (Film and Animation\*)
* Digital Storytelling: Presenting (Presenting\*)
* Digital Storytelling: Publishing (Desktop Publishing\*)
* Managing Data

\*The Desirable Features were updated in 2019 and the previous names are shown in brackets for ease of comparison.

**ICT Competences**

At St. Davog’s Primary School we endeavour to help our pupils to develop competence in the use of Using ICT.

UICT competence is concerned with:

* Learning about UICT – developing the knowledge and skills required to use ICT effectively and to apply these in a range of contexts.
* Learning through UICT – developing the skills required to access and use information from a range of electronic sources, interpret it and use it effectively.
* Learning with UICT – applying the skills in their own learning either at school, at home or in the community.

**Access**

ICT resources are deployed throughout the school to maximise access, to enhance teaching and learning and to assist in raising attainment. St. Davog’s Primary School is well equipped with networked laptops and PCs in each class. We also have a number of iPads and Chrome Books for pupil and staff use. Each child is enabled to access the computer system using their own personalised login. Pupils are educated about the need to protect these important details from a young age. All computers and iPads have access to appropriate curriculum supporting programmes.

Every class has access to:

* a class PC
* a SurfacePro device
* a laptop
* iPads
* the photocopier which is our main printing device
* a digital camera
* an Interactive Whiteboard
* ICT through the C2k networked
* Beebots / roamers / mats
* Chrome Books

**Equal Opportunities and Inclusion**

ICT facilities at St. Davog’s PS are for use by all pupils and staff. All children are given access to ICT regardless of gender, race, physical or sensory disability. Procedures will be put in place to ensure that all pupils, including those with Special Educational Needs, have equal opportunities to be involved in ICT activities. For pupils with learning difficulties and/or physical or sensory disabilities, appropriate use of ICT can often enhance access to aspects of the curriculum. Every opportunity will be given to children who do not have access to ICT resources at home.

**Progression, Monitoring, Assessing and Evaluating**

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the five ‘E’s- Explore, Express, Exchange, Evaluate and Exhibit. All pupils have opportunities to develop a wide range of skills and competencies, in line with their age and abilities as they progress through the school from P1-P7.

All children will develop and learn at their own pace. Progression is assured as children move through the school by a range of increasingly challenging activities covering all areas of ICT and embedded in the cross-curricular nature of the Northern Ireland Curriculum.

Monitoring ICT will enable the ICT Co-ordinator to gain an overview of ICT teaching and learning throughout the school. This will assist in the self-evaluation process identifying areas of strength as well as those for development. Evidence in the form of children’s work will be stored and displayed around the school. Teachers will assess pupils’ abilities in the use of ICT in line with the Levels of Progression and these will be reported to the ICT Co-ordinator. It is the responsibility of the ICT co-ordinator to monitor the standard and progress made within ICT by gathering appropriate evidence during each school year.

ICT is assessed both formatively and summatively using the 5E’s as identified by the Northern Ireland Curriculum and the Levels of Progression laid out by CCEA. ICT provision and the attainment of pupils across the school is consistently monitored and evaluated. Appropriate amendments to planning are carried out, and activities are tailored to meet the needs to individual learners and year groups, and to improve future teaching and learning. All staff are encouraged to be reflective practitioners of ICT. Skills audits are carried out by the ICT Co-ordinator amongst the staff to identify training needs to enable staff to best meet the needs of learners and to provide a broad and balanced classroom ICT experience.

**Using ICT Co-ordinator**

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