



# LONGSTONE SCHOOL

## I.C.T. POLICY

**ARTICLE 13 - "Every child has the right to find and share information as long as it is safe and not harmful to others."**

**ARTICLE 28 - "Every child has the right to an education."**

**ARTICLE 34 - "Governments must protect children from sexual abuse and exploitation."**

**REVIEWED: August 2022**



## **Purpose**

This policy reflects the school values in relation to the teaching and learning of ICT. It gives guidance on planning, teaching and assessment.

## **Vision**

Our vision is for all teachers and pupils in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use appropriate ICT resources effectively as powerful tools for teaching and learning. Our ultimate goal is to prepare our pupils for life and for work where ICT skills are increasingly demanded.

**Article 28 - "Every child has the right to an education."**

## **Objectives**

To encourage our pupils to use ICT effectively to enhance their learning experiences and outcomes.

To encourage our pupils to develop and understanding of the impact ICT has on themselves, others around them, organisations and society as a whole.

To make our pupils aware of the benefits and of the dangers of the Internet and where to find help where help is needed.

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## **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.

ICT is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

## **Current Provision**

Longstone School is well equipped with C2k networked computers in all classrooms. Teachers have additional PC laptops and iPads which are also used as teaching and classroom resources. Each teacher also has a (or access to a) digital camera. Every room now has an interactive whiteboard.

The Technology and Home Economics Rooms have their own adjoining suite of computers.

The ICT Suite allows timetabled access for all classes and is currently made up of a number of C2K supported PC desktop computers.

## **Strategies For Using 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.

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## **ICT Competences**

At Longstone School we continue to help our pupils and staff 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 wider community.

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## **Internet Safety**

Helping our pupils to be safe and responsible ICT users is a priority at Longstone School. We endeavour to achieve this through regular Internet Safety assemblies and pupil and parental guidance information and DVDs. We are also looking to develop online safety awareness and responsible technology use through our Personal Development and Citizenship teaching programmes.

For further information about our approach to online safety see the Longstone School policies – Acceptable Use of the Internet Policy and Mobile Phone Policy.

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# ICT and the Northern Ireland Curriculum

## Literacy

*ICT is a major contributor to the teaching of Literacy*

- Pupils use assistive technology to learn to read and write.
- Pupils learn how to draft, edit and revise text.
- Pupils create, develop, present and publish ideas and opinions visually and orally.
- Pupils learn how to improve the presentation of their work by using desktop publishing and presentational software.
- Pupils record and evaluate their learning using software, sound recorders, digital cameras (photographs and video) and iPads.

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## Numeracy

Many ICT activities help support pupils acquisition of mathematical skills.

- Pupils use assistive technology to develop basic number processes.
- Pupils use ICT to collect data, make predictions, analyse results and present information graphically.
- Pupils use ICT to acquire skills in measuring, shape and space, time and money.
- Pupils explore mathematical models e.g. use of Bee-Bots and spread-sheets.
- Pupils explore a range of online learning resources to develop their numeracy skills.

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## **Personal Development and Citizenship**

ICT makes a contribution to the teaching of Personal Development 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 and an awareness of what is expected of a responsible user.
- They also gain a knowledge and understanding of the interdependence of people around the world.

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## **Creative and Expressive**

ICT offers pupils the freedom to express their own ideas creatively and to experience the designs of others.

- Pupils will have the opportunity to develop their creativity through a range of network software and digital technology.
- Pupils can explore the internet to gain access to a wealth of images and information about world famous pieces.
- Pupils can access accreditation through Key Stage 4 qualifications for their ability to create and manipulate images as well as developing other skill using Photoshop.

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## **World Around Us**

ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.

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## **ICT – Across the curriculum**

The suitability and the use of ICT as a teaching tool across the whole curriculum is particularly evidenced by the Using ICT tasks the pupils undertake in Key Stages 2 and 3 as well as by its use in the Creative Crafts and Occupational Studies in Key Stage 4.

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## **Inclusion**

Longstone Schools 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. We recognise ICT offers particular opportunities for our pupils all of whom having special educational needs. ICT can impact on the quality of work that children can produce and it can increase their confidence and motivation. We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential.

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## **Differentiation**

Many of the activities, which involve ICT, will be sufficiently open-ended to allow for a variety of different outcomes. Children may work individually or co-

operatively in small groups or as a whole class, depending on the nature of the activity.

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## **Progression, Monitoring and Assessment**

### **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 embedded in the Northern Ireland Curriculum.

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### **Monitoring and Assessment**

- Teachers report on a child's progress in ICT to the next class teacher.
- Formative assessment is carried out through classroom observation and questioning of pupils which occurs on a lesson by lesson basis, based on the learning intentions and success criteria.
- Completion of ICT tasks is assessed in Key Stage 3 and a level for each pupil is recorded. These levels are agreed internally by staff.
- An achievement level is currently reported to parents at the end of Key Stages 1,2 and 3 in line with the N. I. Curriculum Assessment Guidelines.
- Longstone School participated in the ICT Accreditation process and continues to apply, develop and internally moderate ICT tasks in readiness for any new UICT requirements.
- Regular monitoring of ICT also enables the SMT to gain an overview of ICT teaching and learning throughout the school. This assists in the self-evaluation process identifying areas of strength as well as those for development regarding learning opportunities for our pupils and training needs for our staff.

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## **ICT Coordination**

- It is the responsibility of the ICT Co-ordinators to assist all teachers with the implementation of this policy.
- The ICT Co-ordinators will keep up to date with current developments regarding ICT and advise staff appropriately.
- The ICT Co-ordinators will be responsible for the updating of policy, action plans and Internet guidelines.
- The Co-ordinators are – Key Stages 1 and 2 - Miss Joanne Hagan, and Key Stages 3 and 4 - Mr I Harrison. Miss Elaine McConnell - Behaviour Unit. The ICT Technician - Mr David Clulow.

## **Staff Responsibilities**

Even though whole school co-ordination and support is essential to the development of ICT, it remains the responsibility of each teacher to plan and teach appropriate ICT activities and assist the Co-ordinators in the monitoring and recording of pupil progress. All staff have been made aware of licensing laws that apply to new software, to the guidelines for acceptable use of the internet and in acceptable use of the iPad in school. Staff are also aware of the need to supervise the pupils to ensure responsible use of ICT in school and of reporting procedures associated with any misuse. Staff are also regularly reminded of the need to store sensitive pupil information securely.

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## **Pupil Responsibilities**

Parents are informed annually that pupils will be using internet resources under teacher supervision. The internet is provided and filtered by C2k offering high levels of protection against inappropriate material. Further information regarding internet access can be found in the school's policy Acceptable Use of the Internet policy statement. A safe internet awareness DVD is also available for parents from school. Longstone reserves the right to remove pupil internet access following any misuse.

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## **Curriculum and Technical Support**

Curriculum support is provided by C2K and CEA while technical support for the C2K network is provided through the C2K helpdesk. Longstone also benefits from having, Mr Clulow - ICT Technician.

## **Future Development**

It is our aim to realise the full potential of the new computers, including iPads, in providing our pupils with new and challenging experiences. It is also our aim to continue to promote the appropriate use of the internet by and for our pupils whilst being continually mindful of its inherent dangers.

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\*N.B. It should be noted that this policy only refers to C2K computer resources and does not relate to personal internet-enabled mobile phones and tablets used by pupils in school.

(This policy was last reviewed in August 2022)