

Markethill Primary School



*Using ICT
Across the Curriculum*



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."

(pg 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.

(pg 7 Primary Curriculum Document)

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.

ICT Resources

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

- computers, laptops, iPads
- internet & e-mail
- MP3 Players, IPods
- recording devices - Talking Tins, USB Microphones etc
- headphones, junction boxes
- television - teletext
- DVD Player
- calculators
- cameras - including digital video cameras, web cam
- telephone & fax machine
- remote control devices
- programmable toys - eg Roamer, Bee-Bot, Dizzy Tron
- interactive whiteboard
- scanner
- data projector
- electronic microscope

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

Philosophy/Rationale

In Markethill Primary School we believe that ICT can be used to enhance teaching and learning across the curriculum in the following ways:

- 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

Aims

At Markethill Primary School we recognise the role of ICT in today's society. It is essential that all pupils gain the confidence and ability, which they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to the use of ICT.

With the knowledge that ICT will undoubtedly continue to form a major part in the children's life at home, in further education and places of work, we aim to ensure that the ICT experiences and abilities which children are equipped with at Markethill Primary School are effective and transferrable *life skills*. With this in mind, the current curriculum provision for ICT ensures that children's learning is supported with modern technology and skills and offers many Assessment for Learning opportunities with which teachers can monitor and level children's understanding and abilities in this subject.

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 to enhance learning experiences across the curriculum
- 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)
- use ICT to enhance and enrich children's learning and add to its enjoyment
- provide access to electronic sources of information and interactive learning resources
- enable children and teachers to have access to immediate and up-to-date sources of information
- develop children's independent learning skills using ICT across the curriculum
- develop information handling and research skills

Resource Provision and Organisation

Resource Provision

The school has a networked ICT system consisting of:

- 31 PCs/laptops
- 11 Surface Pros
- 62 iPads
- 3 printers
- 3 scanners
- 2 webcams provided by the C2k Managed Service

Each classroom has an Interactive Whiteboard

Organisation of Resources

Resources are located throughout the school as follows:

- 1 networked PC or Surface Pro in each classroom
- 19 networked PCs laptops in the ICT Area
- 1 networked laptop in the Special Needs Room
- 2 networked laptops in the 123 Room
- all C2K PCs & laptops have internet access
- all C2K PCs provide over 70 software titles to suit curriculum needs - teachers select software titles appropriate to children's needs and abilities, taking into account progression from P1-P7
- through the network there are shared printing facilities - colour and black and white printers are located in a central resource area agreed by teachers
- each teacher has a Surface Pro
- teachers may connect Surface Pros to network points in order to carry out curriculum research, planning etc
- certain resources are stored in the ICT Area e.g. USB microphones

Access

Pupil Access

- through C2K computers all pupils have access to software titles appropriate to their curriculum needs and learning needs
- through C2K computers all children have access to the internet
- through the network, children in each classroom have access to both colour and b/w printing facilities
- children have timetabled access to PCs in the ICT Area as well as those in the classroom

Pupil Assistance and Supervision

- children use ICT resources under the guidance of the Classroom Teacher, SENCO or Classroom Assistant
- use of the internet is always a supervised activity

Specialist Equipment

- if appropriate, pupils with Special Educational Needs will have access to specialist equipment

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 all teachers have access to the internet
- all teachers have access to laptops 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

Strategies for Using ICT Resources

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

- ***individual work***
- ***group activities*** - children will generally work in pairs at the computer.
(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 or a data projector is used

All children will have planned opportunities to use ICT resources. All children in the class need not be expected to complete the same task (eg 24 children all writing a poem on Spring). A variety of opportunities will be planned across the curriculum to give children opportunities to develop their skills.

The computer will not be used as a reward for the child who has completed his/her work first.

Planning

Whole-School Level

- The Principal/SMT/ICT Co-ordinator/All 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

Year Group and Class Levels

- ICT is integrated into medium-term planners taking account of progression

Teachers meet in Key Stage Groups/Year Groups to discuss and review progress, share experiences of using ICT, look at samples of children's work and discuss effectiveness of planning.

Assessment, Recording and Reporting

Children's use of ICT is assessed and recorded by the classroom teacher using the following approaches:

1. ***Formative Assessment:***
 - observing and questioning during classroom activities
 - the child's achievements will be recorded by the teacher completing a check list of skills, knowledge and understanding

2. ***Summative Assessment:***
 - collecting samples of children's work using ICT
 - at the end of KS1 & KS2 the child's work will be formally assessed using CCEA ICT Accreditation tasks

Teachers will report on a child's progress:

- to the next teacher by:
 - discussing progress
 - passing on samples of work
 - passing on information regarding skills/level

- to Parents/Carers by:
 - informal discussion during parent interviews
 - a formal comment regarding ICT Competence on the child's written report
 - recording the child's level of attainment in ICT on his/her written report in P4 & P7

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 specialist hardware equipment, such as a touch screen, big mouse, big keyboard etc will be made available to meet a child's needs
- Where appropriate, specific software eg Nessy, is used to assist learning
- Where appropriate, teacher developed resources such as Clicker 5 word banks 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.

Equity of Access

All children will have equity 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 computer clubs or time set aside within the school day.

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 to them outside of school.

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

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

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.

As indicated in our approach to equity of access, 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 computer clubs or time set aside within the school day.

School Website

Markethill Primary School supports the use of technology throughout the wider community and with the use of the school website, we share children's work, latest information, developments, newsletters and policies with parents and carers.

Health and Safety

The safety of all children is paramount at Markethill Primary School. The use of the internet is a fundamental element of the curriculum and the teaching of e-safety is therefore a major thread across all year groups (please see the E-Safety policy for more information).

In all classrooms and the ICT Area consideration is given to health and safety in the location and positioning of equipment. Adjustable height chairs are provided where appropriate. Pupils are taught how to use computers and associated equipment correctly and with great care. All computer equipment is checked annually by a qualified electrician. Faults spotted during the course of the year are reported to the school's ICT Co-ordinator who will rectify the problem or seek external support for more complex issues. The school disposes of redundant ICT equipment responsibly.

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 eg video-conferencing
- participation in online learning

The Role of the ICT Co-ordinator

The role of the ICT Co-ordinator 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 SMT in order to set priorities and targets to improve ICT provision
- 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

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
- implement the E-Safety Policy

Policy Review

As ICT resources increase and pupil and teacher ICT competence develops the ICT Policy will be reviewed and its effectiveness evaluated.