



Information and Communication Technology Policy

September -2023

Rationale

'Using ICT is one of the three Cross-Curricular Skills at the heart of the curriculum. Developing children's digital skills encourages them to handle and communicate information, solve problems, pose questions and be creative in using digital technology.'

CEA 2023

The staff at Botanic Primary School recognise the importance of Information and Communication Technology (ICT) in the primary school curriculum for preparing pupils to participate in a rapidly changing world. Technology is constantly evolving, transforming our access to a variety of new and developing ICT experiences. We recognise that ICT is an important and valuable tool in both the society we live in, and in the teaching and learning process. Our vision is for all members of the school community, both students and staff, to become confident users of ICT so that they can develop and transfer skills, knowledge and understanding, enabling them to use ICT effectively and as a powerful tool for teaching and learning.

This policy reflects the consensus of opinion of the teaching staff and has the full support and agreement of the Board of Governors.

'The curriculum requirements for Using ICT are set out under the 5 'E's: Explore, Express, Exchange, Evaluate and Exhibit. These apply to all pupils in primary school, from Year 1 to Year 7.

Explore includes two statements. Teachers need to cover both to meet the statutory requirements. The first statement is about looking for, finding, choosing and using information. Children move from having resources provided for them to being more independent and discerning users of ICT. The second statement is about children using digital tools to investigate, enquire and solve problems. This could apply to, for example, the skills of computational thinking and coding.

Express is about children being creative and developing and presenting their ideas using text, sound, music and still or moving images. It ranges from simple text, sound or pictures to developing a multimedia digital product.

Exchange relates to communicating with others online to share and develop ideas. It can include sending and receiving emails, videoconferencing, contributing to online discussions or collaborating with digital tools.

Evaluate is about children reflecting on both their process and outcome, thinking about how they carried out an activity and how they might improve on what they did.

Exhibit is about managing and showcasing work digitally. It ranges from children printing and saving their work to organising and maintaining digital files and folders.

Explore and **Express** are the main focus for ICT teaching and learning in the school curriculum. When developing **Explore** and **Express** activities, teachers should include opportunities to:

- **Evaluate** (children consider how they are working and what they have done); and
- **Exhibit** (children showcase their work digitally).

*Where possible, teachers should also provide opportunities for children to **Exchange** (work collaboratively using digital tools).'*

CEA 2023

Desirable Features

It is our aim to provide 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 across all of the desirable features identified by CEA throughout their primary education.

The Desirable Features are guidance statements, provided by CEA, for types of ICT in the classroom. 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

(Updated 2019)

'The Desirable Features guidance statements describe what the standards for different types of ICT look like in practice. They align with the Levels of Progression and give a context for classroom work.'

CEA 2023

Aims

At Botanic Primary School, we aim to:

- Use ICT as a vehicle of delivery for a broad, balanced, evolving and relevant curriculum.
- Consider ICT as an effective tool for the enhancement of the teaching and learning process-
- To make learning accessible for all learners thus raising academic success.
- Promote independent and collaborative work through ICT and to enable pupils to develop the necessary personal and social skills required for safe and advantageous use of computer and other technologies.
- Enable pupils to have meaningful experiences, to enhance learning through the use cross-curricular use of ICT, that are otherwise impossible on the grounds of impracticality or expense.
- Use ICT to foster thinking skills and personal capabilities.

Roles and Responsibilities

The daily management of ICT in Botanic Primary School is the responsibility of the ICT co-ordinator, Miss E. Murray appointed in October 2022. The assistant ICT co-ordinator is Miss R. Dickson. The ICT co-ordinator will liaise with the principal, senior leadership team (SLT) and teaching staff on ICT needs relating to planning, monitoring and evaluation of teaching and learning in addition to hardware, software, training and finance. The ICT co-ordinator submits monitoring and evaluation reports to the curriculum co-ordinator, the Vice Principal, every six weeks and an action plan to the SLT annually. The ICT co-ordinator also manages and monitors Seesaw App (as an online learning tool for pupils and teachers and the primary method of communication with parents), Safer Schools App, the school website, social media accounts, (Facebook and Twitter), in conjunction with all staff members. The ICT co-ordinator is also responsible for the creation and management of any Google forms that may be required throughout the school year, including data capture, interpreter request and club application forms. The ICT co-ordinator also manages the distribution of staff devices (iPads and Surface Pro's) and Chrome Books for pupils and non-teaching staff members. The ICT co-ordinator also acts and as administrator and monitor for the staff WhatsApp group, a group created for communication between all staff members. The display board and it's content is also managed by the ICT co-ordinator.

The management of the cabled network serving the C2k laptops and PCs is the responsibility of C2K. Their remit covers the software bank and hardware maintenance. In relation to queries regarding Active Panels, Capita will receive a referral. The ICT co-ordinator is responsible for ensuring technical issues are dealt with by Mr S. Close the technician the school employs through Capita. With Mr Close, the ICT co-ordinator is responsible for monitoring devices and prioritising support needs within the school while managing and maintaining the efficient running of ICT equipment and connected devices school wide.

Teachers are responsible for recording any technical difficulties in Mr Close's logbook, located in the ICT Suite. If an issue remains unresolved, teachers are responsible for informing the ICT co-ordinator. Teachers are also responsible for housekeeping on the computers in their own classrooms, particularly the deletion or re-storing of documents on the school system, Google Drive and on their own personal USB and other storage devices. Teachers are also responsible for leaving the ICT Suite tidy and with equipment intact after they have used it with their class. Teachers are encouraged to teach their class how to respect ICT equipment and to be responsible when in the ICT suite.

Audits

A teaching and training audit should be carried out with all teaching staff regularly. The frequency of this will depend upon the volume of changeover of teaching staff. The most recently completed audit occurred in September 2021. The audits should be used to highlight opportunities for staff and, if appropriate, pupil training.

Staff with specialised knowledge will be encouraged to share this with colleagues through a team teach approach.

The ICT co-ordinator will seek to share training opportunities with all staff members, teaching and non-teaching. Staff are encouraged to forward a record of training to the ICT co-ordinator. This will be kept in the ICT co-ordinator file.

Task progression grids will ideally be updated yearly and used to document the breadth of experiences our pupils receive, the opportunities to engage with a variety of ICT equipment and to ensure the ICT skills taught in each year group demonstrate progression within the 5 'E's.

These audits will be used to inform a whole school ICT scheme.

Device audits will be conducted by Mr Close to ensure all technology is fully functioning and accounted for.

Planning, Monitoring and Evaluation

Planners will be updated in the academic year 23-24 (industrial action permitting). ICT will take a cross curricular focus, which will be reflected in a new planning format. Staff will now record ICT lead activities across the whole curriculum and ensure skills progression throughout the whole school. Staff will focus on explicitly teaching the skills of ICT, laying the foundations to future learning. An evaluation of ICT is undertaken upon completion of every half termly planning cycle.

Monitoring ICT will enable the ICT Co-ordinator to gain an overview of ICT teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development. The ICT Co-ordinator will monitor the half-termly planning of ICT and assist class teachers appropriately. A report of teacher's planners will be submitted to the curriculum co-ordinator after every half termly planning cycle.

The ICT co-ordinator will observe the teaching of ICT throughout the academic year. The ICT co-ordinator will also collect samples of work during the year through the storage of pupil work on the system. Class teachers are responsible for ensuring these items of work are available to view on screen.

Staff are actively encouraged to share evidence of ICT activities or individual pupil work throughout the year. This encourages pupil feedback and enables pupils to showcase their learning.

Assessment

Continuous formative assessment of pupils ICT skills will be conducted during class cross curricular and focused ICT activities. During this time teachers will observe, feedback, model, and support pupils as they develop their ICT knowledge and skills. Summative assessment will take place three times per year for P2-P7 pupils and twice a year for P1 pupils. Teachers will select a level appropriate task from the CEA exemplification library, engaging and challenging the pupil's current skill level while complimenting class topics. These tasks will be completed independently and will enable teachers to assess and level individual pupils within this core subject.

Teachers are responsible for leveling and saving pupil's individual work. Evidence of pupil work will be labelled, with the level achieved and saved into the shared drive on the school system. Work completed on iPads may be saved to pupil iPads before being airdropped to teacher iPads and transferred to the shared drive.

Samples of the levels attained will be discussed with the ICT co-ordinator and shared with staff during assessment focused staff meetings.

Resource Provision and Management

Each classroom has a networked PC or laptop connected to an Active Panel. The ICT suite was refurbished in 2023 and 25 PCs were updated. A total of 250 iPads are in use throughout the school. Every class in Botanic has a set of iPads. An ICT suite timetable is agreed by the teaching staff each August. This is updated each term to ensure maximum use. A copy is displayed on the ICT suite door and a digital copy is also stored on the computer system in the staff folder. Staff are encouraged to make use of free slots throughout the week.

All Teachers have been allocated an iPad; with apple pencil, and a Surface Pro; with USB-C travel hub and Microsoft Surface Pen. VPN access has been enabled on all Surface Pro's to enable staff to use these devices off site.

Teachers are welcome to request iPad applications from the ICT co-ordinator and Mr Close. A request is made via the ICT logbook and completion of app spreadsheet, specific to each class. The

ICT co-ordinator will investigate the appropriateness and price of the requested apps before adding them to the school iTunes account. Mr Close manages the iPads and apps using two MDM systems, Meraki and Mosyle. Through the MDM systems the iPads are restricted for educational purposes and all apps and internet browsing is filtered. This adds an additional level of security to the C2K internet.

Staff members are encouraged to approach the ICT co-ordinator in relation to additional software and hardware requests. These requests will be granted if agreed by SLT and are within budgetary restraints. An ICT requisition is requested each year.

The ICT co-ordinator should work collaboratively with other curricular area co-ordinators, sharing area expertise and encouraging a cross curricular approach to ICT.

Access

Botanic Primary School has two internet lines: The C2K network (C2K wireless) and the BT (private Botanic). The C2K line is managed by C2K, it is filtered. Pupils have access to this. The BT line is managed by Botanic Primary and is unfiltered. It is used primarily by Mr Close to build iPads. Staff may access it when participating in online training or working away from pupils. The Board of Governors decided to purchase a second internet line in order to service the growing number of iPads in the school, thus minimising connection disruption when the Wi-Fi is in use by multiple classes.

All pupils have access to software appropriate to their curriculum and learning needs. They also have access to the internet. Parental permission for internet access is requested at the start of each academic year. The appropriateness of the content of the internet which is accessible to pupils is restricted externally by C2K.

Pupils are given opportunities to consider the importance of E-Safety when using the internet and are made aware of appropriate internet behaviour. There is a separate E-Safety policy in place. During the academic year 2023/34 there will be a whole school focus on staying safe online, with specific planned safety activities taking place during ICT lessons. The ICT coordinator has sourced

resources and developed a new planning format for these focused activities across the whole school.

The ICT co-ordinator has set up and maintains the Safer Schools App for Botanic Primary School. The Botanic branded App was launched on Safer Internet Day 2023. Staff were issued logins and encouraged to explore the range of materials to enhance E-Safety lessons. Parents were given information about the Safer Schools App and issued with QR codes to support ease of registration. Parents are signposted to the App and its content through the schools social media page by re-posting information specific for parents produced by the Safer Schools social media page. See E-Safety policy for more information.

Seesaw

Seesaw is an online learning platform, in use at Botanic Primary School since 2018. Teachers use Seesaw to observe, create, set, access, feedback and track pupil learning through a multimedia approach. Seesaw was used throughout the pandemic to support online learning. Pupils continue to engage in online learning through the completion of homework's and activities set by their class teacher. Parental permission for Seesaw pupil engagement is requested at the start of each academic year. Seesaw is also a primary means of communication with parents. Family members who have registered with Seesaw, upon receiving a digital invitation, receive important communications from the school; letters, updates, notes and reminders. Parental replies to these messages have been disabled. The ICT co-ordinator is responsible for Seesaw Family communications. Family members who are connected also have access to their child's learning journal, enabling a year-round insight into their child's educational development. Each teacher is responsible for their own class on Seesaw. Mr Bell and the ICT co-ordinator act as Seesaw administrators, enabling access to every class within the school and management of it's content. See Online Learning policy for more information.

Special Educational Needs

ICT will be used as appropriate to enhance learning experiences of children with SEN. The SENCo has access to a variety of software, laptops, a set of Chrome Books and a set of iPads for use with

pupils. Read & Write software is preinstalled on laptops and Chrome Books. Specific Apps may be requested, as outlined above.

Differentiation within the classroom should be detailed in each set of six-weekly planners. Provision should be made for pupils who experience difficulty and also those pupils who are gifted and talented.

Equal Opportunities

All pupils have equal opportunities within ICT, regardless of age, gender, ability, nationality or religion.

Digital Leaders

Digital leaders are a selected group of 10-12 pupils from P5-P7. Following an application of interest and an interview with the principal and vice principal, pupils are selected to become ICT mentors. Every year this group is refreshed with P5 pupils, taking the place of the outgoing P7 pupils.

The first team of Digital Leaders was established in May 2016. Digital Leaders are given specific training in the use of the iPads, Active Panels, programmable devices and are mentors for their peers in this area. They also have the opportunity to avail of other training experiences as they become available. They may also be assigned specific roles within the school and set tasks to support groups of pupils develop their ICT skills.

Awards and Whole School Training

The school has achieved the Digital Schools Award in March 2018.

In May 2023 the school, staff and pupils completed our collaborative training with Nerve. Following a presentation of pupil work as evidence of this two year project we have been certified as Educational Creators in Digital art and Design.

Botanic Primary School seek to avail of opportunities to develop staff and pupil knowledge, skills and experiences through worthwhile and enriching collaborate work with likeminded professionals. evidence of such training will be recorded in the ICT coordinator file and where possible showcased on the school website and social media channels.

Review of Policy

This policy will be reviewed annually in light of the continual curricular changes being implemented at present and of the needs of our school.

All direct quotations (referenced CCEA, 2012) are taken from www.ccea.org.uk/primary_ict_accreditation