



St Comgall's Primary School, Bangor

UICT Policy

Schedule for Developing, Monitoring and Reviewing Policy

Approval by the Board of Governors: _____ June 2021

The implementation of this UICT policy will be monitored by: The Principal and the UICT team.

Monitoring and reviewing: At least annually, and as required following any change to ICT provision for staff or breach of the policy.

*This policy should be read in conjunction with the school's E-Safety Policy, Social Media Policy, Remote Home Learning Policy, Email, Internet and Storage Policy, Acceptable Use Policies, Assessment Policy and Safeguarding Policy.

Vision and Aims

St Comgall's Primary School is committed to the development of each individual's full potential in a climate of joy, challenge, co-operation and celebration.

Through Using ICT, St Comgall's aims to:

- Provide enhanced teaching and learning experiences which develop the 5 skills of Creativity, Critical Thinking, Collaboration, Communication and Confidence through active, inclusive, personalised and collaborative play and challenged-based learning activities
- Develop opportunities for all to experience success and improved learning outcomes.
- Engage, stimulate and motivate learners.
- Equip learners for life in the 21st Century Digital World.

Introduction

St Comgall's Primary School's vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enables them to use appropriate ICT resources effectively as powerful tools for teaching and learning.

When used effectively, ICT resources can bring significant changes to the nature and quality of teaching and learning.

ICT can promote, support, enhance and enrich the curriculum in a unique way. It can contribute to all subjects and supports the development of thinking skills and personal capabilities. (TSPC)

ICT is a significant medium of communication and a dominant means of accessing, managing and transmitting information. It affects all aspects of life and work. The effective use of ICT also prepares pupils for living and working in an ever-increasing globalised world.

Curriculum Development and Organisation

Each class is allocated a desktop computer, a laptop, a CleverTouch Interactive Board, and a minimum of 8 iPads (1:2 iPad ratio where possible with SEN pupils having access to their own iPad for accessibility use).

WiFi is accessible throughout the school building and in the outer mobiles. There are C2k Ethernet access points in each classroom and in the Key Stage 1 and Key Stage two resource areas.

Each class in Key Stage One and Two also have access to the ICT suite located in the Key Stage 2 resource area (Key Stage 1 to be developed) to accomplish their ICT skills as set out in the cross curricular skills in UICT.

Using ICT is about providing pupils with opportunities to acquire, develop, understand, demonstrate and apply ICT concepts and processes appropriately in a variety of contexts across the curriculum. The focus on using ICT skills means that pupils should have opportunities to transfer their knowledge, understanding and skills in a range of meaningful contexts across the curriculum.

The Curriculum Requirements for Using ICT are set out under the 5 'E's: Explore, Express, Exchange, Evaluate and Exhibit.¹ Pupils have opportunities to experience all of the UICT Desirable Features² throughout each Key Stage.

The Contribution of UICT to Other Curriculum Areas

ICT 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. The creative use of ICT also has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

ICT Provides enhanced teaching and learning experiences that develop the 5 skills of Creativity, Critical Thinking, Collaboration, Communication and Confidence.

Pupils should be enabled to develop Using ICT skills by engaging in meaningful and purposeful activities, set in a range of contexts. They should use ICT to handle and communicate information, solve problems, pose questions and take risks.

Literacy

UICT is a major contributor to Literacy and when effectively used enhances the three areas of Talking and Listening, Reading and Writing whilst meeting the content of the 5 E's. When using iPads or computers for desktop publishing and presenting, pupils have the opportunity to combine text and graphics, research, select and insert sounds and images, research information, show an awareness of their audience and present to an audience. When creating films

¹ http://www.nicurriculum.org.uk/curriculum_microsite/uict_ks3/using ICT/five_Es/index.asp

² <https://ccea.org.uk/learning-resources/using-ict-desirable-features>

or animation, pupils can add their voice, sound, text and music. They can find, create, record and edit sounds and music for presentations, podcasts, films or animations. Pupils can collaborate and communicate online through emails, blogs, discussion forums and video conferencing and design, create and maintain their own work space, i.e. a blog or learning journal.

Available Literacy Software and Apps:

Dr Seuss ABC	Wellington Square levels 1 – 5	ABC-CD The Talking Alphabet
Young Writers Workshop	ORT Stage 3	Nursery Rhyme Time
Speaking for Myself 1.0	Clicker 7	Living ABC
Communicate InPrint 2	Tizzy's Toybox	Spider in the Kitchen
Scribus 1.4.1	Choose it Maker	Just2Easy
iPad Apps		
PicCollage	Clips	iMovie
Spark Video	Explain Everything	Book Creator
Kahoot!	Seesaw	HP Reveal
Padlet	Popplet	Spark Page
Pages	Keynote	Teach Your Monster to Read
Hairy Letters	Whoo's Reading	Green Screen by Do Ink
PuppetPals	Chatterpix	EPIC

Numeracy

There are many opportunities for ICT to be used effectively throughout Numeracy. Through interactive design and coding pupils have the opportunity to enter instructions or commands to solve problems and create interactive programs. They can collect and enter data into a database or other software packages and produce graphical representations, present and analyse the information and solve problems. At a higher level, pupils can adapt formulae to solve problems, make observations and draw conclusions.

Available Numeracy Software and Apps:

RM Number Magic 1.4	LifeSkills 24 Hours a Day	Let's go with Kitty
Teaching tables	Teaching Measures	Teaching Time
Trudy's Time and Place House 1.0	All About Number at Level 1 and 2	Math Input panel
2Simple 2investigate	Lifeskills – Smart Spender	Numberbox 2.1

Life Skills Time and Money	Information Workshop Time and Money	Information workshop 2000 Information Magic 2.1
BlackCat decisions 3	Primary Games Vols 1 – 4	Starting to Graph 2.0
Junior Viewpoint 1.02	Spider and Friends Easy Maths 2.0	Early Years Maths Pack
123 CD Special Edition	Just2Easy	
Sample of Numeracy iPad Apps		
PicCollage	Clips	iMovie
Spark Video	Explain Everything	Book Creator
Kahoot!	Seesaw	HP Reveal
Numbers	Geoboard	Maths 4 – 6
Number Frames	Number Pieces	Fractions
Number Line	Pattern Shapes	Maths Rockx
Prodigy	ChatterPix	Green Screen by Do Ink

PDMU

UICT makes a contribution to the teaching of PDMU and citizenship as pupils learn to work together in a collaborative manner. They develop a sense of global citizenship by using the internet. Through the discussion of moral and e-safety issues associated with online communication, pupils develop a sense of responsibility and misuse. They also gain a knowledge and understanding of the interdependence of people around the world and globalisation.

Available PDMU Software and Apps:

Interlinks 1.0	Let's Stop Bullying	Keeping Safe
Sample of iPad Apps		
PicCollage	Clips	iMovie
Spark Video	Explain Everything	Book Creator
Kahoot!	Seesaw	HP Reveal
Calm	Green Screen by Do Ink	ChatterPix

The Arts

UICT offers pupils the freedom to express their own ideas creatively and experience the creativity of others. They have the opportunity to develop their creativity through a range of software and digital technology. Pupils can find, create, record and edit sound and/or music, for example sound effects for use in a presentation, a podcast, a recording of a musical performance, a soundtrack for a film or animation, or an original digital music composition. At a higher level they can create more complex sound files by using multiple tracks, balance sound levels, and demonstrate appropriate use of effects. Pupils can make digital artwork or prepare digital images to use as illustrations within their work. They can add images that they have researched, prepare

images and photographs for use in desktop publishing activities or presentations, or prepare images or photographs for a website or blog. At a higher level they can design and create digital artwork and digitally adjust found or self-produced images, or digitally enhance a scanned image of their own drawing or painting.

Available Arts Software and Apps:

Audacity	Everyone's a Winner	Snipping Tool
MS Paint	Rose Garden	Switch it Weather 1.4
RM Colour Magic 3.0	FacePaint 2	GIMP 2.8.2
Blackcat Designer	Compose World Junior 2	Fresco 1.0
Switch it at home 2		
Sample of iPad Apps		
PicCollage	Clips	iMovie
Spark Video	Explain Everything	Book Creator
Kahoot!	Seesaw	HP Reveal
Brushes Redux	GarageBand	Quiver
Green Screen by Do Ink	PuppetPals	ChatterPix

The World Around Us

UICIT opens up the world as an easily accessible and global community, allowing pupils to experience the past, present and future of the world they live in. They are able to access and research a wealth of information on their topics and able to present, record and work with what they have gathered.

Available World Around Us Software and Apps:

Trudy's Time and Place	Through My Window	The Map Detectives Urban Mystery
Animating Columba	Tizzy's Toybox SE 1.0	The Ulster Weans A-Z
Google Earth 7	Vikings	Ancient Egyptians
The Crystal Rain Forest	The Map Detectives Rural Mystery	
Sample of iPad Apps		
PicCollage	Clips	iMovie
Spark Video	Explain Everything	Book Creator
Kahoot!	Seesaw	HP Reveal
Google Expeditions	ThinkLink	Discovery Channel Virtual Realty
Green Screen by Do Ink	ChatterPix	PuppetPals
Virtuali-Tee by Curiscope		

Creative Programmes and Apps/Coding

Text help Read and Write	Robolab 2.5	Scratch
Blackcat Logo 1.3	Blackcat Spider	Microsoft Front page
PhotoStory 3	PawPrints 1.0	Microsoft PowerPoint
Microsoft Publisher	Microsoft Office OneNote	Microsoft Word 2016
Microsoft Outlook 2016	Microsoft Excel 2016	2Simple Infant Video Toolkit
Just2Easy	Windows Media Player	Wordpad
Notebook	Sound Recorder	Windows Mobility Centre
Stickynotes	SIMS.net	Plazma 1.0
Acrobat Reader	Google Forms	Google Docs
iPad Apps		
PicCollage	Clips	iMovie
Spark Video	Explain Everything	Book Creator
Kahoot!	Seesaw	HP Reveal
Google Expeditions	ThinkLink	Discovery Channel Virtual Realty
Green Screen by Do Ink	ChatterPix	PuppetPals
Mimo	Tynker	Hopscotch
Lightbot	Swift Playgrounds	Kodable
Scratch Jr	Box Island	Lego Fix the Factory
Kodable	SpriteBox	Google for Education

Inclusion

We recognise that ICT offers particular opportunities for pupils with special educational needs and gifted children. All teachers are equipped to plan for meeting the needs of all pupils “by using ICT, video or audio materials, dictionaries and other suitable aids”.³ ICT can cater for the variety of learning styles which a class of children may possess.

Using ICT can;

- increase access to the curriculum
- raise levels of motivation and self esteem
- improve the accuracy and presentation of work
- address individual needs.

We aim to maximise the use and benefits of ICT as one of many resources to enable all pupils to achieve their full potential. If the situation arises, the school will endeavour to provide appropriate resources to suit the specific needs of individuals or groups of children.

³ The Northern Ireland Curriculum – Page 3

ICT resources and facilities are available for use by all pupils and staff. All pupils are given access to ICT regardless of any factor.

Narrator	Ease of access centre	Windows Speech Recognition
Magnifier	On Screen Keyboard	Immersive Reader
Clicker 7	Read & Write	
iPad Tools		
Speak Selection	Speak Screen	Typing Feedback
Dictation	Siri	Colour Filters
iPad Apps		
Hairy Letters	Dyslexia Quest	Squeebles addition and subtraction
Squeebles Spelling	Calm	Teach Your Monster to Read

Assessment

UICT is a cross-curricular skill, which as of September 2016 became a statutory requirement for assessment. In St Comgall's it is a requirement that each child, with the help of the adults create a digital portfolio via Seesaw that is accessible to parents and transferable from year to year. In addition, children complete three CCEA UICT Tasks per year and have opportunities throughout the year to use digital and C2k media, programmable devices and Apple Technology. UICT tasks and activities are mapped carefully to the Northern Ireland Curriculum core skills and all staff follow the lines of progression.⁴

Monitoring

A timetable of MER (monitoring, evaluating and reporting) is agreed at the beginning of the school year. This MER process includes co-ordinator drop-in visits, collegiate portfolio monitoring, evaluation of planners, gathering of samples of work and celebratory events such as 'Hour of Code,' 'EU Code Week,' 'STEM week,' 'Financial Capability Week,' 'iCode Week,' class assemblies and KidsMeets.

Reporting

Teachers are required to report annually in written format about the pupils' progress in UICT and progress is also reported at the Parent/Teacher consultations.

Digital Leaders

There is an annual recruitment process to become a 'Digital Leader' that requires pupils to demonstrate skills through application, presentation and interview. Once appointed, pupils have the opportunity to meet regularly with the UICT Co-ordinator. *This year (2021-22) pupils from Primary 7 will be a Digital Leader on a rota basis (15 pupils per term) due to COVID-19 restrictions.*

⁴ <https://ccea.org.uk/learning-resources/levels-progression-using-ict>

Health and Safety

Points to consider:

- Sitting
- Top of the screen close to eye level
- Screen positioned to avoid glare
- Feet flat on the floor
- Shoulders and neck relaxed
- Forearms level with desk
- Lower back supported
- Upper leg horizontal
- Give yourself room – avoid a cluttered work area. Spread out keyboard, mouse and printer etc.
- Make sure that the top of the monitor is at eye level. The screen should be between 50-70 cms from the user.
- Reduce reflection by swivelling and tilting the monitor from direct sunlight. Regularly clean your screen. Adjust contrast and brightness.
- Eyestrain – avoid long periods on the computer (1hour maximum). Advise children to take short breaks during a task. Allow children to rest for at least 30 minutes before beginning another computer activity.

It is the responsibility of staff to ensure that classroom ICT equipment is stored securely, **cleaned regularly** and that their class or themselves leave the ICT Suite clean and tidy after use. Food and drink should not be consumed near ICT equipment.

E-Safety is paramount and staff should always supervise children when they are accessing information or using the internet. Both C2K and Classnet filter information but staff are ultimately responsible for information accessed by pupils. Please refer to e-safety policy for more information.

Acceptable Use Statement:

The computer system and iPads are owned by the school, and may be used by children to further their education and by staff to enhance their professional activities including teaching, research, administration and management.

The school recognises that technologies such as the Internet and e-mail will have a profound effect on children's education and staff professional development in the coming years and the school's Internet Access Policy has been drawn up accordingly.

The installation of software or hardware unauthorised by the school, whether legitimately licensed or not is expressly forbidden.

The school reserves the right to examine or delete any files that may be held on its computer systems or to monitor any Internet sites visited.

Role of UICT Co-ordinator (including UICT Team)

It is the UICT co-ordinator and their team's responsibility to:

- Assist all teachers with the implementation of this policy
- Manage the resources which are required for the implementation of this policy
- Disseminate information regarding new developments in UICT to other members of staff
- Provide staff INSET in the development of UICT
- Update UICT policies, action plans, e-safety and internet guidelines

Refer to School Development Plan for future developments in UICT