

Taunagh National School



ICT Policy

Review Considered by the Board of Management October 2016

This policy should be read in conjunction with all other school policies.

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This policy was developed in consultation with school staff and the Board of Management in line with the National Centre for Technology in Education (NCTE) Guidelines.

1. Introduction

Information and Communication Technology (ICT) has enormous potential for teaching and learning. The Schools' IT 2000 (1997) initiative from the Department of Education and Skills (DES) indicated the acknowledgement at government level of the important role that will be played by schools in equipping pupils with the IT skills necessary for full participation in the information society. Furthermore, the National Council for Curriculum and Assessment (NCCA) established a Steering Committee to address the task of promoting the integration of Information Technology (IT) into teaching and learning, especially in the context of the Primary School Curriculum (1999).

Within the context of the overall school curricular plan, ICT is regarded as a tool to support teaching and learning by motivating pupils and affording opportunities for collaborative and social learning at all levels within the school. ICT enables pupils to access a vast diversity of information through the Internet. The crucial role of staff as facilitators of learning when using ICT, is acknowledged.

2. Rationale

Having consulted extensively with colleagues within the school and accessed expertise within the wider school community, the staff identified short, medium and long term targets to improve learning and teaching using ICT.

We aim to provide the following in our school:

- Enhanced and networked Wi-Fi internet access
- A fully functioning computer room
- Access to a set of iPads for class use
- A set of laptop computers for pupils to use in class
- Fully functioning data projectors in both classrooms

3. Aims

In using ICT we aim to:

- Encourage the use of ICT throughout the school
- Afford pupils opportunities for collaborative and social learning
- Utilise ICT as a motivational tool to promote learning and teaching across the curriculum
- Provide ICT learning packages suitable for individualised learning as required
- Allow pupils access to information through the internet in line with the school's Acceptable Use Policy (AUP)
- Support ongoing staff development in the use of ICT as a teaching and learning aid and as a support in their planning and development of materials to promote teaching and learning
- Display pupils' work created using ICT in their own classrooms, on the school website and throughout the school
- Acknowledge and support the role of the teacher as a 'Facilitator of Learning'

4. ICT Resources

The school's ICT facilities include:

- A dedicated Computer Room with seven networked desktop computers
- Six iPads
- Six laptops for use by the pupils
- Broadband internet access throughout the school (monitored by the NCTE)
- Two data projectors
- One digital camera
- Two desktop computers in the Junior Room and one in the Senior Room
- Two staff laptops
- Makey Makey
- Software e.g. Word Shark and Number Shark

5. ICT Access

5.1 Pupil Access

There are seven desktop computers available for use by pupils in the designated Computer Room. Also available are six iPads and six laptops which are used within each classroom. Two desktop computers in the Junior Room and one in the Senior Room.

5.2 Staff Computers

Each teacher is allocated a laptop for school use. Teachers may bring these off- site. This enables staff to research and prepare their work outside school hours.

6. Management and Development of ICT

6.1 Responsibility for ICT in the School

All teachers are responsible for ensuring the safety and day-to-day care of ICT resources in their rooms, and in the computer room. They endeavor to nurture an ethos of respect when using ICT. Teachers oversee all ICT use for the pupils in their care in line with the school's Acceptable Use Policy.

6.2 Repair and Maintenance

The school has access to a local ICT specialist who maintains and repairs school ICT equipment as required. In addition, this specialist carries out preventive maintenance with a view to problem avoidance, rather than repair. Computer problems covered by warranty are referred to relevant suppliers. As part of the preventive maintenance, staff is responsible to ensure that all software/anti-virus protection is up to date.

7. Administration

7.1 Classroom Administration

Teachers take personal responsibility for most administrative matters relating to their class. They are supported in this by the principal and school secretary who assist

with items such as letter templates, standard school forms, annual end-of-year report templates, etc.

7.2 School Administration

Day-to-day responsibility for school administration lies with the principal, who is supported by the school secretary. Records are maintained and access is managed in accordance with the school's procedures on data and record keeping.

7.3 Curricular and Organisational Planning

A designated Dropbox is used to store and share school policies among staff. This is an efficient way in which to review and evaluate school policies and procedures in a collaborative manner. It is intended to upload relevant school policies onto the school website for parents.

8. Staff Professional Development

The importance of staff development cannot be underestimated. Existing expertise in the school is shared and updated on an ongoing basis. Within our teaching team there is a rich and varied skill base, which is generously shared.

9. ICT and the Curriculum

ICT is used to support the teaching of all subjects. The school will source educational software and appropriate licenses for specific curriculum areas as well as additional software titles to meet the needs of individual pupils, particularly pupils with special educational needs. Content-free software will be used (in areas such as word processing, data handling, multimedia authoring and graphics software) to publish pupils' work. Word processing is also used to improve pupils' creative writing skills.

ICT is used to support

- Literacy and Numeracy
- Gaeilge
- SESE
- Visual Arts
- PE
- SPHE
- Religious Education

10. ICT Skills Programme

School staff members have developed an ICT skills programme for our pupils. This programme is graded from Junior Infants to Sixth Class (reference Appendix 1).

11. Internet access

11.1 Pupil Access

The school has an internet content filter facilitated and monitored by the NCTE. This

allows access to a wide range of websites and categories, while blocking potentially liable, objectionable or controversial content. The school's online use, via the NCTE Schools' Network, is monitored by their schools' broadband team. Inappropriate use of the service may result in sanctions by the schools' BOM. Please refer to the *Acceptable Use Policy*.

11.2 School Website and Facebook Page

The schools website is developed and maintained by the teaching staff and also involves pupil input where appropriate. The class teachers take responsibility for updating their own class page on the website on a regular basis.

The principal is the administrator for the school Facebook page and takes sole responsibility for posting news and photographs. This page is closely monitored to ensure no negative comments are posted.

12. Ratification and Communication of Policy

This policy was, discussed and ratified by the School's Board of Management on the 19th October 2016 and communicated to parents through the school's website www.taunaghns.ie.

13. Implementation Date

This policy was implemented from the date of ratification.

14. Timetable for Review

As ICT is constantly changing and developing, this policy will be reviewed as the need arises.

Appendix 1

Class Grouping	Suggested Activities
Infants	<ul style="list-style-type: none"> • Use of mouse to select, click and drag (as part of Jolly Phonics, Planet Maths and Bua na Cainte) • Become familiar with the use of the arrow keys and the space bar • Interact with basic software • Use age-appropriate apps on the iPads to develop numeracy and literacy skills • Become familiar with staying safe online
First/Second	<ul style="list-style-type: none"> • Revise skills introduced at infant level • Learn how to turn on and shut down the computer • Learn how to put the iPad on standby and close open apps • Begin to learn touch typing and the use of the home keys • Design a simple poster • Publish a piece of writing • Use basic formatting skills such as adding a border and changing the colour of the font • Change the orientation of the page • Use appropriate apps to source information and images • Use the iPad or the school camera to take photographs • Practise internet safety when working online
Third/Fourth	<ul style="list-style-type: none"> • Revise skills introduced in 1st and 2nd Class • Become competent in the following word processing skills: navigating the toolbar, formatting the font, inserting bullet points, utilising spell check, using copy and paste and aligning text • Insert and manipulate images into documents or presentations • Use the iPads to take photos as part of project work • Use the internet as a research tool • Use sites to develop coding and touch typing skills (e.g. studio.code.org and blockly-games.appspot.com) • Publish pieces of work e.g. posters, projects, stories, etc. • Use age-appropriate apps on the iPads to develop numeracy and literacy skills • Show a working knowledge of safe internet practices
Fifth/Sixth	<ul style="list-style-type: none"> • Revise skills introduced in 3rd and 4th Class • Use the internet as an effective research tool • Create and manage files • Become proficient in the creation of documents and presentations • Publish pieces of work in a sophisticated manner e.g. posters, projects, stories, etc. • Develop the following word processing skills: inserting headers and footers, changing line spacing, inserting tables, graphs, shapes, etc. • Learn how to work with images, videos and audio recordings • Develop basic skills to present data using tables, graphs and charts • Use the iPad to take photographs and videos and learn how to manage/edit these • Use age-appropriate apps on the iPads to develop numeracy and literacy skills • Demonstrate a clear understanding of safe internet practices