



Castle Tower School

ICT Policy

Date Ratified by Board of Governors	
Review Date	

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

Our Vision

Vision:

To be a leading light in special education through educating, nurturing and inspiring all our school community.

Mission:

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

Our Ethos

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

Introduction

Castle Tower School believes in the holistic development of the child to his/her potential. It will provide a broad, balanced and differentiated curriculum.

At Castle Tower School our vision is to create motivated 'life-long' learners through the use of ICT to enhance and extend learning and teaching across the whole curriculum. As ICT is continually developing and new technologies emerging, we as a school will strive to give all pupils the skills to prepare them for a future in which ICT is an integral part of society.

Our vision encompasses the following aims:

- ICT will be embedded into every day school life by enabling pupils to explore, express, exchange, evaluate and exhibit their work.
- To provide opportunities to enable all our staff, pupils and parents to be confident, competent and independent users of ICT.
- To provide an environment where access to ICT resources is natural and commonplace.
- To ensure ICT has a fundamental role in developing and enhancing our school's key learning aims in promoting the pupils' educational, physical and social needs.
- To use ICT to develop an online community, sharing ideas and resources between pupils, staff, parents, Board of Governors, other schools and the wider community.

Aims

Our aims in using ICT in Learning and Teaching are to:

- extend and enhance learning across all areas of the curriculum.
- contribute to raising standards in literacy, numeracy and other areas of learning.
- encourage pupils to select and use ICT appropriate to the task.
- develop skills in the use of ICT and the ability to apply these skills in a range of curricular contexts.
- give children access to a variety of sources of information.
- instil in children a sense of confidence, achievement and enjoyment.
- enable pupils to extend their learning beyond the school environment.
- ensure teaching staff are motivated and skilled in the use of ICT and aware of the contribution ICT can make to learning and teaching.
- enable pupils to develop the skills of using ICT safely and responsibly in a safe learning environment.

Our aims in using ICT in Management are to:

- create, use and adapt high quality digital teaching resources.
- support communication with parents and the wider school community.
- encourage sharing of resources and good practice through ICT.
- increase professional efficiency through the use of ICT systems for planning, record keeping, reporting and communicating.
- enable the use of pupil performance data to inform strategic planning.

Strategies for use of ICT

- 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.
- Since the focus of the Northern Ireland Curriculum is now on ‘Using’ ICT skills, ICT is not taught as a distinct subject, but is a tool to be used in a variety of meaningful contexts throughout the curriculum.
- ICT is planned and delivered as an integral part of each curriculum area to support and enrich children’s learning.
- All pupils are given equal access opportunities through management of ICT resources.

Statutory Requirements

The Curriculum Requirements for Using ICT are set out under headings often described as the 5 E’s: Explore, Express, Exchange, Evaluate and Exhibit.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop ICT skills to:

Explore

- access, select, interpret and research information from safe and reliable sources;
- investigate, make predictions and solve problems through interaction with digital tools.

Research using a search engine or website.

Source Assets

Evaluate, Justify and reference

Solve problems using a digital environment

Model a variety of solutions to a problem

Express

- create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Present their work in a digital format

Integrate/use different types of data

Create their own digital data

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Communicate work with peers

Share information with peers

Collaborate with peers, experts and users?

Evaluate

- talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.

Modify and improve work

Review and justify their use of ICT

Test and adjust their work in response to views from their intended audience

Exhibit

- manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Use folders to manage/organise their ICT work.

Understand file formats file size and storage

Archive old files and documents

Understand implications of copyright/intellectual property

Publish their work in a shared digital environment

Apply principles of online safety

Desirable Features

The content of the 5 E's can be covered using a variety of different types of ICT. For each type, CCEA has produced a non-statutory guidance statement called Desirable Features. These set out what is desirable to see pupils demonstrate at each level. When planning for learning and teaching each teacher selects which types of ICT and sets of Desirable Features to build in to suit the needs of the children in their class.

The categories of Desirable Features for primary schools are Desktop Publishing, Film and Animation, Interactive Design, Managing Data, Music and Sound, Online Communication, Presenting and Working with Images.

The categories of Desirable Features for secondary schools are CAD, Data Handling, DTP, Exploring Programming, Game Making, Measurement and Data Logging, Music Technology, Online Collaboration, Presentation, Researching, Using Modelling, Web Design, Working with Images, Working with moving Images/Animation, and working with Sound.

Primary teachers can avail of the non-statutory UICT tasks created by CCEA to plan for the development of pupil's Using ICT skills.

Secondary teachers have written their own tasks to plan for the development of pupil's Using ICT skills.

Learning and Teaching

At Castle Tower School we endeavour to help our pupils 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 community.

Child centred approach

- ICT is not always 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

Links with the Community

At Castle Tower School we believe that community links are essential in the growth, development and wellbeing of all our pupils. Links with our local community help us to build relationships with groups and individuals who will provide positive role models for our children.

Examples of some community links we have:

- Sharing information about life at Castle Tower School on the school website and app.
- Sharing Information via Seesaw.
- Emailing photographs to local newspapers about events in Castle School
- Outside groups have come into school to teach children ICT Skills e.g Puppet Pals
- Teachers and pupils video conference other schools
- Pupils email members of the community e.g requesting to visit Pets at Home
- Parents and Friends have a Facebook page

Planning

ICT is planned:

- To ensure that children experience the 5E's across the ICT curriculum.
- To facilitate the children's development of ICT skills through Desirable Features chosen by the teacher to meet the needs of the children in the class.
- To ensure continuity and progression.
- To enhance learning and support teaching in all curriculum areas.
- To accommodate the individual needs of the children.

Teachers plan for ICT on a termly basis. They plan cross-curricular ICT activities according to CCEA guidance. Planners are uploaded termly to an online resource library (Fronter)

Assessment

Formative Assessment

The teacher monitors pupils' progress on an on-going basis, assessing how they apply their increasing skills in a range of contexts, through:

- observations (both planned and spontaneous);
- questioning/discussion;
- providing tasks to enable children to demonstrate specific skills or understanding.
- Saved work
- Printouts of work
- Children's own evaluations of their work

As a result of the assessments made, the teacher plans the next steps in the pupil's learning through skilful interactions or specific learning activities.

There should be a focus throughout the school on developing pupil's skills in self-assessment; encouraging them to reflect on their learning.

Summative Assessment

Using the information gathered over a period of time, the teacher makes a summative assessment, referencing the key stage levels of progression.

Teachers make an end of Key Stage summative judgement on the level a pupil has achieved. For all pupils to achieve an overall level, it is important to consider all five of the E's. To inform their judgement, teachers should consider the pupil's response to a number of Using ICT activities and/or CCEA Tasks carried out during the Key Stage. Looking holistically the teacher should aim to identify their achievement in each of the 5E's across the range of activities they have carried out.

Three of the 5E's must be at or above the level to be awarded. These **must** include:

- Explore (both bullet points of Explore *)
- Express *
- One other E

*This is because Explore and Express form the core of most activities that pupils will be involved in.

The outcomes of the assessments made form the basis for future target setting at individual, group, class and whole school level.

Castle Tower assesses pupil competency in the cross-curricular skill of Using ICT, and reports this to parents as part of the Annual Report, using qualitative comments based on the Prerequisite Skills and Levels of Progression.

Within the revised NI Curriculum, there is a requirement for pupils to be assessed annually in the cross curricular skills of Communication, Using Mathematics and Using ICT.

Resources

Teachers will include resources in their planning detail. There is currently a central resource filing cabinet for ICT in the shared resources room in the Primary Department.

Resources in the shared resources area include:

- Switches and switch adapted toys
- Clever Cats
- Easi Cars
- Bee Bots and Bee Bot Mats
- Blue Bots
- Pro Bots
- See and Speak
- Recordable Binoculars
- Talking Pegs
- Mini Microphones
- Rainbow easi-speak
- Big Point
- Talking Boxes
- Talk time cards
- Microphones
- Class cast
- Tuff Cam
- Easi-scope set
- Light Panel
- Easi Detector
- SEN Keyboard and mouse

Other ICT resources:

- Sensory rooms
- Wize Floor
- Class iPads
- Class Clevertouch screen
- Class computer/laptop
- Chrome books
- Computer area in Secondary Department

Roles and Responsibilities

- It is the responsibility of the ICT co-ordinators to assist all teachers with the implementation of this policy.
- The ICT co-ordinators have the responsibility for the management of the resources, which are required for the implementation of this policy.
- The ICT team will disseminate information regarding new developments in ICT to other members of staff.

- The ICT team will be responsible for any staff INSET in the development of ICT.
- It will be the responsibility of the ICT co-ordinators to ensure that the system for reviewing this policy is initiated.
- The ICT Co-ordinators will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents.

Monitoring and Evaluating

ICT will be in line with the requirements of the Monitoring and Evaluating Policy

Teachers routinely evaluate their use of ICT in learning and teaching and the impact on pupil outcomes.

Teachers maintain records of pupils' ICT capability year on year showing evidence of progress in the five 'E's.

The CCEA Using ICT tasks are used to develop and assess pupil competence in ICT through carrying out tasks in curricular contexts.

Health and Safety

In all classrooms consideration is given to health and safety in the location and positioning of equipment. The following issues are addressed.

Children should be seated correctly at the computer:

- When using the computer the child should be able to sit upright on a chair which gives some back support, having their arms roughly horizontal when using a keyboard.
- The child's body should face forwards, not twisted sideways.
- The child's feet should reach the floor. A footstool may be used where necessary. Ideally the chair height will be adjustable to suit all the people who will use it.
- Children sharing a computer should be encouraged to make sure that everyone in the group can see without straining.
- Children should be looking down at the screen with the top of the screen roughly at their eye level.
- Children should be shown how to hold the mouse lightly in the widest part of their hand so that a very small movement is needed to click a button.

Furniture

- The computer table/bench should be of a height appropriate to the size of the child (lower benching in KS1)
- The monitor should be kept well back from the front edge of the table/bench.
- There should be space on the computer table/bench for the keyboard in front of the monitor.

- There should be enough space on the computer table for a mouse mat to be used.
- Computers should be positioned to avoid glare from light or windows.

Reducing Risks

- Due care will be taken not to overload extension cables or double socket adapters where it is necessary to use such equipment.
- Leads should not trail on the floor.
- Damaged plugs or leads will be replaced.
- Ventilation grills should not be blocked as overheating may occur.

There is a slight risk of triggering epileptic seizures from excessive screen flicker.

As monitors can vary in the steadiness of screen image due care will be taken to use a monitor with minimum screen flicker where an individual child may be at risk.

Internet safety

In accordance with the DENI Circular 2011/22 (an Addendum to 2007/1), the school will note and adopt the following safeguarding principles:

- C2K provides an effective filtering system
- This filtering system operates by blocking access to sensitive material
- There are three access levels: green (available to all); amber (accessible only to nominated, restricted groups or individuals, as selected by the C2K School Manager); and red (not accessible to any user)
- If pupils or staff access a site they think should be blocked, they have a duty to inform the school Principal immediately; the Principal will then report this to the C2K Helpdesk
- Materials from blocked sites (such as drugs information) may only be used in the classroom with the approval of the Board of Governors
- Parents will be advised that pupils may not bring into school materials from restricted or blocked sites
- The school is responsible for any site not protected by C2K, and must ensure that effective firewalls are in place
- The school notes and will comply with, all of the advice in DENI Circular 2011/22, regarding the safeguarding of access by pupils to sites outside the C2K service
- The risks of such sites must be gauged and monitored, for the protection of all pupils
- The safety and well-being of pupils is the paramount consideration of the school
- Whilst there is no legal obligation to do so, it is good practice to inform parents about school policies regarding the safe and acceptable use of internet and digital technologies; this also applies to communications about blocked sites

Appendices

Using ICT Q Skills

http://www.nicurriculum.org.uk/docs/inclusion_and_sen/assessment/q_skills/UICT/UICT_Q1-L1_B&W.pdf

Using ICT KS1/2 Microsite

<https://cceia.org.uk/key-stages-1-2/curriculum/using-ict>

Using ICT KS3 Microsite

http://www.nicurriculum.org.uk/curriculum_microsite/uict_ks3/using_ict/using_ict.asp

Information for the following can be gained in the above Microsites

- Levels of Progression
- Expansion of the Levels of Progression
- Ideas for Evaluating
- Ideas for Exchanging
- Desirable Features
- Prerequisite skills (Q skills) Using ICT
- Using ICT Assessment Guidance
- Using ICT Task Resource List