

Roe Valley Integrated Primary School Using ICT Policy



Signature of Chair of Board of Governors: _____ Ratified: _____

Signature of Principal: _____

Signature of ICT Curriculum Leader _____

Reviewed and updated: September 2025

Review due: September 2026

Introduction

At Roe Valley Integrated Primary School we recognise that ICT is a vital area of all our lives and we understand the benefits of using ICT in teaching and learning throughout our school. ICT is an area that continues to **accelerate** and **intensify** year on year and at Roe Valley Integrated P.S we believe that it is essential that all of our pupils are able to respond to the many new developments and increase their digital literacy and digital skills. We provide our pupils with skills that enable them to become **lifelong learners** and cope with the ever-increasing range of technology that is available within society. In Roe Valley Integrated P.S we aim to provide a broad, balanced, wide-ranging and progressive ICT curriculum for all of our pupils, teaching in an environment that is both exciting and motivating to allow for future success and progress for pupils within our school. In Roe Valley Integrated P.S we use ICT to develop pupils' confidence in their use of equipment and software which results in high standards being achieved. We use ICT to support learning across all areas of the curriculum. The focus on Using ICT means that pupils within Roe Valley Integrated P.S have opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum.

Aims

The staff at Roe Valley Integrated P.S aim to maximise the potential of ICT in learning and teaching across all areas of the curriculum and to develop and enhance pupils' ICT competence throughout the school. In order to achieve this, we aim:

- To use ICT to enhance and enrich our pupils learning and add to their enjoyment
- To raise pupils' competence and confidence in using ICT by developing their knowledge, skills and understanding in using a wide range of ICT tools
- To enable pupils to meet the requirements set out within the Northern Ireland curriculum and to develop their use of explore, express, exchange, evaluate and exhibit within their ICT work (usage and exposure to the 5 E's)
- To raise levels of teacher competence and confidence in integrating ICT into their daily planning, teaching and assessment of pupils' work
- To provide equal access and opportunities in ICT for all pupils, regardless of age, gender, ethnicity or ability

Educating Together

- To develop pupils independent learning skills using ICT across all areas of the curriculum both in school and at home
- To use ICT to model real-life situations and enable our pupils to develop the skills needed to become life-long learners
- To use ICT to develop communication, information handling and research skills
- To harness the power of technology to help pupils with Special Educational Needs increase their independence and develop their interests and abilities
- To encourage pupils with access to home computers to contribute to and enhance their school work using interactive learning resources
- To provide and ensure safeguards in relation to pupils' access to information across the Internet through the C2k firewall system that prevents access to inappropriate material
- To provide pupils with an understanding of a range of ICT equipment, such as audio and video recording equipment, video-conferencing, photography and personal devices
- To develop an awareness of the need for care and responsibility in handling equipment
- To use ICT to develop an online community – sharing ideas and resources between pupils, staff, parents, Board of Governors, other schools and wider community

Resources

Roe Valley Integrated Primary School seeks to provide staff and pupils with an ICT rich environment and we continually invest in new, current and up to date ICT facilities. The school maintains and develops a range of ICT equipment including (as of March 2025):

- Desktop computers – 14 desktop computers for pupil use
- Admin/Principal/SEN – 4 desktop computers
- Laptops – 8
- Surface Book Pros – 8
- 2 MacBook Pro laptops
- iPads – class set for pupils – 33
- Older iPads within each class - 6
- iPads – teacher – 7
- iPads – Principal/office - 1
- Promethean Activ Panels – 8 – one in each classroom and one on wheels
- Colour photocopier/printer
- Black and white photocopier/printer
- Beebots
- EARL
- Botley
- Cubetto
- Lego Spike – x15
- Microbits
- Cooper the robot (x4)
- CD players
- Easy speak mics
- Principal's Canon Camera
- Principal's Video Camera



Access

In order to maximise the use and benefits of the school's ICT facilities, Roe Valley Integrated Primary School aims to make the ICT facilities available:

- to every child through a laptop and iPad timetable for each class each week
- in various classrooms as a tool to produce work and research information
- in each class to be used by the class teacher as a learning and teaching aid

Pupil Access

- All pupils have access to the C2K managed service by logging in with their individual username and password
- All pupils have access to software and apps appropriate to their curricular and learning needs (Foundation Stage, Key Stage 1 and Key Stage 2 users)
- All pupils have supervised access to printers
- All pupils have supervised access to the Internet

Teacher Access

- All teachers have access to the C2K managed service – each teacher has their own username and password
- All teachers have access to software and apps appropriate to their curricular planning needs
- All teachers have access to printers and photocopiers
- All teachers have access to the Internet
- All teachers have access to laptops and/or iPads
- All teachers have access to all ICT equipment
- Two teachers have access to teacher MacBook's outside of school (Mrs Miller – ICT Curriculum Leader and Mrs Ash – Music Curriculum Leader)

Implementation

Leading ICT

In Roe Valley Integrated Primary School we believe that it is important that if ICT is to make a valuable contribution to the learning and teaching throughout the school:

- There should be a consistent approach to ICT throughout all of the Key Stages
- All staff (teaching and non-teaching) should have in-school help, advice and training
- The school should be kept up to date with new developments
- Learning should be monitored to ensure coherence and progression

The member of staff appointed to lead ICT is Mrs J. Miller

The role of the Principal

The overall responsibility for the use of ICT lies with the Principal. The Principal, in consultation with the ICT Curriculum Leader and staff will:

- Determine the way ICT should support, enrich and extend the curriculum throughout the school
- Decide the provision and allocation of ICT resources
- Ensure that ICT is used in a way to achieve the aims of the ICT policy
- Ensure that there is a current and agreed ICT policy which is implemented by all staff and monitored and reviewed by the ICT Curriculum Leader

The role of the ICT Curriculum Leader

It is the role of the ICT Curriculum Leader to:

- Liaise with the Principal and staff in the drawing up of an ICT policy for the whole school
- Liaise with the Principal and staff in the drawing up of a yearly action outcome plan for ICT
- Ensure that ICT is included in school policies and schemes of work for various curricular subjects
- To provide leadership and direction for ICT
- Advise staff as to the availability and suitability of software/resources for each Key Stage and year group
- Organise, deliver and advise on school-based training and support for all staff and individual teachers as identified on the school development plan and ICT action outcome plan
- Be responsible for the day to day management of the school's ICT system
- Attend courses relevant to personal training and development
- Be aware of the current trends regarding hardware and software/purchase of equipment
- Determine the placement of hardware and ensure maximum utilisation of all hardware
- Make staff aware of the health and safety aspects of ICT and ensure that these are included within the school's health and safety policy

- Monitor the work being carried out in the area of ICT in the various Key Stages to ensure progression



The role of the classroom teacher

It is the role of the classroom teacher to:

- Integrate ICT into their curriculum planning, classroom teaching and assessment of pupil's work
- Ensure that any ICT resource used within the classroom is appropriate to curriculum needs and the needs of the children within the class – follow the skills and learning outcomes as set out for each year group in the lines of progression and scheme of work
- Plan for cross-curricular and creative use of ICT
- Ensure that they maintain their own Interactive Whiteboard and any other equipment within their classroom
- Ring the C2K helpdesk if they have any ICT related issues to seek guidance and help

Staff Development

Roe Valley Integrated Primary School facilitates staff development in ICT by:

- Giving all staff opportunities to attend relevant courses
- Giving staff who have attended courses opportunities to share the experience gained with other staff
- Arranging school-based ICT courses/training – C2K or other outside agency training
- Setting sufficient time aside to allow teachers and classroom assistants opportunities to enhance their ICT skills
- Asking teachers to identify their own individual training needs and tailoring courses to meet these

Planning and Monitoring

Whole School Level

- Principal/ICT Curriculum Leader/all staff will consult on how ICT is incorporated into the School Development Plan

- In consultation with the staff an ICT policy is drawn up annually by the ICT Curriculum Leader and is reviewed by all staff
- A scheme of work will be drawn up ensuring progression and continuity for pupils from Primary 1 to Primary 7 which will be agreed and implemented by all staff

Class Level

- ICT will be embedded into all areas of the curriculum
- ICT will be planned for in half termly UICT planners
- Each year group will ensure that the 5 E's, CEA Desirable Features and CEA Curriculum for Digital Progression Pathways are being covered within class and planners

Monitoring of Implementation

- Principal will ensure that ICT is incorporated into the School Development Plan
- Principal will ensure that an annual ICT action outcome plan is drawn up and implemented by the ICT Curriculum Leader
- Principal and ICT Curriculum Leader will ensure that ICT is embedded into half termly/thematic planners
- Staff will ensure that the ICT opportunities for all pupils' meet the aims of the ICT policy
- Staff will employ a range of strategies such as-
 - Trusted colleague network for ICT (TCN)
 - Staff discussions
 - Review of planning
 - Review of pupil's work (CBD)
 - Pupil Voice
 - Book a Digital Leader slots
 - ICT inset sessions

Assessment

- It is the role of the class teacher to make individual assessments of the ICT competencies of the children within their class.

- The ICT Curriculum Leader will make regular collections of samples of work (half termly with associated planners) in order to assess the standards of ICT work being produced throughout the school and to ensure progression.
- Pupil's competencies in ICT will be assessed against the CCEA Levels of Progression for UICT

Class organisation and teaching style

- At Roe Valley Integrated P.S the teaching of ICT takes place within the classroom using iPads and laptops and also our ICT resource area based at KS2. Pupils are grouped sometimes by ability (mixed or similar) or in mixed friendship groups. Software or a specific skill might be introduced to a class or work set for a particular child, depending on the task.
- ICT is a cross curricular tool so it is linked to all areas of the curriculum.
- ICT also provides learning and teaching cross the following cross curricular dimensions:
 - Equal opportunities
 - PDMU – including Citizenship and Personal Social Health Education

Using iPads

- At Roe Valley Integrated P.S we realise the power and potential of the iPad as a great tool for learning. The iPad brings a new way for lesson delivery and engagement with pupils. The iPad is a superb learning tool especially in relation to critical thinking, problem solving, decision-making, research and information fluency. It stimulates creativity; it encourages learning and it enables great challenge centered lessons.



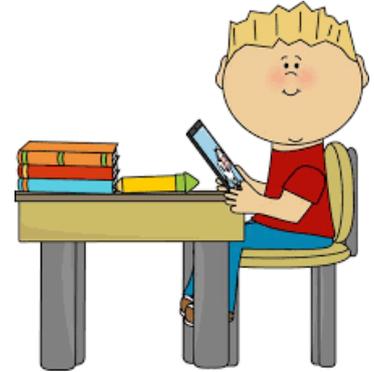
- iPads are a valuable teaching and learning tool – they are designed to be easily used, projected on screen and lends itself to the classroom in a much more natural way than a laptop. They can be used for a range of purposes from lesson planning to interactive activities, content creation and creativity. They are a great way of delivering the 5 E's and digital skills through classroom based, cross curricular, creative and open-ended ICT based activities.

- At Roe Valley Integrated P.S, iPads are used in a range of ways appropriate to the age and abilities of the pupils as they progress through the school. The school has a class set of

33 iPads which works on a weekly timetable so as all classes get sufficient time with the iPads. Each teacher also has their own iPad and a set of 5/6 iPads within their class at all times. The iPads are all loaded with a range of suitable apps for all Key Stages.

Benefits of Using iPads for pupils

- Access to a world of engaging resources
- Powerful tools for task and content creation
- Stimulates and encourages learning
- Interactive – students are ‘in’ the lesson
- Incredible creative media tools
- Student response ability
- Great opportunities for AFL and UICT
- Incredible pupil involvement in class and with peers
- Incorporates ICT seamlessly into lesson plans
- Supports and scaffolds 21st century skills



iPad Routines and Pointers (for teachers)

- All iPads will be kept overnight in a secure location.
- Staff should remember that the use of iPads needs to be **planned for**, not just used to set in front of the children and let them play ‘games’ as a time filler. The iPads all have a range of Apps on them and many of them are open ended, creative Apps where the content is not the issue, but rather the skills and creativity that they promote (Book Creator, iMovie, Scratch Jr, etc.)
- Staff should be aware of security with the iPads and **not** leave them sitting out on desks at break and lunch times
- iPads are a very powerful tool when used correctly, but they don’t have to be used for everything

Health and Safety

- At Roe Valley IPS, we recognise the importance of health and safety issues and the potential risks with regard to ICT equipment, especially when using the hardware and

accessing the Internet and pupil data. Roe Valley Integrated P.S follows the guidelines issued by DENI.

- All teachers are responsible for making sure the hardware and software are used correctly and safely on a day-to-day basis. Any problems should be reported to the ICT Curriculum Leader (Mrs J. Miller).
- The children are shown how to switch the computers/laptops on and off and the correct way to use a mouse. They are shown how to adjust the brightness and contrast of the screen and to position the monitor to avoid reflections from lights or windows.
- In all classrooms, consideration is given to health and safety in the location and positioning of equipment.

Equal Opportunities

- All teaching and non-teaching staff at Roe Valley Integrated P.S are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress in all areas of the curriculum while at our school.
- ICT is an area of the curriculum where, because of its unique nature in requiring specific equipment, equal access needs to be planned and monitored very carefully. It is the responsibility of individual teachers to organise their pairs and groupings so that this is achieved.

Special Educational Needs

- All children should have access to a broad, balanced curriculum that includes ICT, and they should make the greatest progress possible. Provision for children with SEN in relation to ICT is the responsibility of the class teacher, Support Staff and SEN Curriculum Leader as appropriate. ICT, especially, provides a means whereby children with SEN are able to present and develop their work more easily.
- When possible, ICT equipment is made available for a specific child, or groups of children to work with Support Staff and/or work with each other, so that work can be drafted and redrafted.

(See Policy for Special Educational Needs)

ICT at Home

- The majority of pupils have access to computers or other technological devices in the home or through out-of-school activities. Where appropriate, pupils will be given opportunities to make use of such ICT resources to:



- Carry out research to support classroom work, projects etc.
- To complete work begun in school
- To carry out a homework task

- Work carried out on home computers and other devices should be valued. It is important to ensure that a consistent approach to pupils' use of home computers is taken in each class.

Acceptable Use of the Internet

- At Roe Valley Integrated P.S, the children and staff use the Internet on a daily basis. It is our main concern that the pupils do not have access to any unsavoury or unsolicited material while in school. The Internet connection is made through the C2k Internet Service Provider (ISP) via a Broadband connection. Linking through this network guarantees a more secure system, since it is protected by a firewall.

- The pupils in school are permitted to access the Internet only under the supervision of a member of staff.

- Children are not allowed to give personal details over the Internet.

(see E-Safety, ICT Acceptable Use policy and Digital Media Policy)

Review

- Review Date - September 2026
- Reviewed annually and updated in consultation with staff, particularly SLT and SENCO
- Presented to and shared with the BOG regularly
- Shared with parents
- In line with whole school learning and teaching policy