

TOWERVIEW PRIMARY SCHOOL



ICT Policy

September 2025
www.towerviewps.co.uk

Vision for ICT

At Towerview, we aim to equip all students with digital literacy by providing meaningful and engaging learning experiences that foster creativity and critical thinking, preparing them to thrive in our increasingly digital world.

Aims

At Towerview Primary School we strive to:

- Use ICT as a vehicle of delivery for a broad, balanced, evolving and relevant curriculum
- Use ICT as an effective tool for the enhancement of the teaching and learning process
- Make learning accessible for all learners thus raising academic success
- Model and promote responsible Internet use and an understanding of e-safety
- Build and ensure progression of pupils' digital skills through coverage of the 5 'E's and Desirable Features
- Enable pupils to have meaningful learning experiences through the use cross-curricular use of ICT
- Develop the skills necessary for pupils to be able to use information in a discriminating and effective way
- Use ICT to foster thinking skills and personal capabilities
- Enable staff, pupils, and parents to be confident, independent ICT users.

Strategies for use of ICT

- ICT is used as a tool to enhance learning through whole class, group and individual work
- ICT is taught through cross-curricular activities, where possible
- Emphasis is placed on developing distinct digital skills and providing pupils with meaningful experiences to do so
- ICT is an entitlement and therefore all pupils are given equal access through management of ICT resources.
- Suitable learning opportunities are provided for all pupils by matching the challenge of the task to the ability and experience of the child
- Children, and their families, are encouraged to access and make use of the school website which is regularly updated.

Curriculum Requirements

Using ICT is identified as one of the three key cross-curricular skills at the heart of the Northern Ireland Curriculum. Children will be given the opportunity to develop skills in ICT in accordance with the Northern Ireland Curriculum guidelines which state:

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

Using ICT describes the ability to handle and communicate information, solve problems and pose questions through the use of information and communication technologies in a variety of contexts across the curriculum. It includes collaboration within and beyond the classroom; allowing pupils the opportunities to share and exchange work; and exhibit and showcase their learning.

(CCEA, 2007)

The 5 'E's

At Towerview Primary School, our provision of ICT meets the requirements of the curriculum to develop the 5 'Es' of explore, express, exhibit, exchange and evaluate. Across the curriculum, at a level appropriate to their ability, staff ensure that pupils have opportunities to develop their 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.

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.

Exchange

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

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.

Exhibit

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

Staff will refer to the above statements when planning for Using ICT. They will also take into consideration the following guidance:

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).

(CCEA, 2025)

Desirable Features

We are committed to providing pupils with a broad and balanced ICT education. In doing so, our aim is that all pupils develop the 5 'E's across the range of Desirable Features throughout their primary education. These are:

- Computational Thinking and Coding
- Digital Art and Design
- Digital Audio: Music and Sound
- Digital Storytelling: Film and Animation
- Digital Storytelling: Presenting
- Digital Storytelling: Publishing
- Managing Data

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. When teachers are assigning a level to a pupil's piece of work, they can use the statements to see what is desirable in that ICT activity at each level.

Teachers will need to choose more than one type of ICT activity to cover the curriculum requirements for Using ICT.

They are not designed to be a checklist so that teachers have to cover every point in a specific activity. Instead, they can guide teachers when covering different types of ICT.

(CCEA, 2019)

Staff will utilise the progression statements and Using ICT Tasks, as provided by CCEA, as guidance when planning for their ICT lessons. Teachers will ensure they cover a variety of the Desirable Features each year.

ICT Competence

At Towerview Primary School, we endeavour to help our pupils 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 to 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.

E-safety and Safeguarding

Pupils are encouraged and given opportunities to make appropriate use of the Internet to complement their learning. At the beginning of each school year, all pupils and their parents read and sign a copy of Towerview's 'Acceptable Use Agreement'. The agreement uses child friendly language and outlines the rules and expectations for pupils when accessing digital devices in school. There is a differentiated agreement for Years 1-3 and 4-7.

Each member of staff has a copy of Towerview Primary School's Policy on the Use of the Internet and there is a copy in the Central Resource Library. Class teachers will be responsible for ensuring that pupils' internet access is monitored and controlled and will bring any breaches of the C2k filters to the immediate attention of the ICT Co-ordinator and Principal where appropriate. Class teachers will also view all videos and materials prior to pupil viewing and use in lessons to ensure the content is age appropriate.

As part of the PDMU and ICT curriculum, pupils will partake in age appropriate e-safety lessons throughout the year. Each class will also take part in a series of lessons as part of Safer Internet Day.

Planning for Progression

Planning for ICT ensures coverage of the statutory requirements for ICT as set out under the 5 'E's. In Foundation Stage and Key Stage 1, ICT will be referenced in cross-curricular planners. In Key Stage 2, half-termly ICT planners will now be created. These will indicate the Desirable Feature being focused on, outline the key skills being developed and highlight cross-curricular links being made. Teachers follow the CCEA Levels of Progression for Using ICT to inform their planning and assessment.

At Towerview Primary School, we recognise and encourage pupils to develop and learn at their own pace. Progression is assured as children move through the school by a range of increasingly challenging activities covering all areas of ICT and embedded in the Northern Ireland Curriculum.

In Foundation Stage, pupils begin developing basic ICT skills. Activities are developed within each year group within existing curricular areas. An emphasis is on the teacher effectively modelling the use of ICT.

In Key Stages 1 and 2, teachers work to develop pupils' abilities to reflect the ICT Levels of Progression identified by CCEA. Using ICT tasks are assigned appropriately throughout the year groups with consideration given to these levels.

Access

ICT resources are deployed throughout the school to maximise access, to enhance teaching and learning and to assist in raising attainment.

In each classroom at Towerview, we have:

- 2 networked PCs (for pupil use)
- An Interactive Whiteboard
- An iPad (for teacher use)
- A Microsoft Surface Pro (for teacher use)

Within our school, all classes have access to:

- 12 networked PCs in the Computer Suite
- 12 networked PCs in the P7 activity area
- 30 Chromebooks on a charging trolley for classroom use
- 60 BBC Microbits
- 10 iPads for pupil use
- 60 sets of headphones
- 30 computer mice (for use with Chromebooks)
- A data-projector, electronically-controlled screen and sound system in the assembly hall

An audit of resources is undertaken regularly to ensure that hardware and software are kept as up to date as possible.

Monitoring, Assessing and Evaluating

Monitoring

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 and yearly planning of ICT and assist class teachers appropriately. The ICT Co-ordinator will also be added as a co-teacher to each class's Google Classroom (Years 3-7) in order to monitor skills progression.

Evidence, in the form of children's work, is stored in the following places:

- Within each pupil's folder in the Shared Resources area of the school system.

- On each class's Google Classroom
- Within teachers' folders on the Shared Resources area of the school system, or teachers' iPads, in the cases of video/photographic evidence

Internal moderation of levels assigned, and samples of pupils' work will take place, led by the ICT Coordinator as appropriate. It is currently the responsibility of the ICT co-ordinator to monitor the standard and progress made within ICT across the school by gathering appropriate evidence during each school year. Statutory end of Key Stage results for Using ICT are monitored by the school and reported to CCEA as appropriate.

Assessment

In all year groups, formative assessment occurs on a lesson by lesson basis based on the learning intentions of the lesson. This is conducted informally by the class teacher and is used to inform future planning. Teachers will also assess pupils' abilities in the use of ICT using Levels of Progression as a guideline. This is done in a number of ways:

In Foundation Stage:

- Pupils will be assessed via teacher observation during relevant tasks
- At the end of Foundation Stage, pupils receive an Early Years Record outlining their ICT competences.

In Key Stage 1 and Key Stage 2:

- Pupils will be assessed throughout each key stage using both teacher-designed and CCEA-generated tasks
- At the end of Key Stage 1 (Year 4) and Key Stage 2 (Year 7) pupils will be assessed against the Levels of Progression.

The assessment of pupils' skills against the Levels of Progression will be reported to the ICT Co-ordinator as requested. The skills and competences of each child in ICT is reported to parents in June through the annual Pupil Progress Report.

Evaluating

ICT provision and the attainment of pupils across the school is consistently monitored and evaluated. Appropriate amendments to planning are carried out, and activities tailored to meet the needs of individual learners and year groups, and to improve future teaching and learning.

The ICT Co-ordinator, following the 3-Year School Development Plan, will evaluate the success and implementation of the action plan carried out the year prior. Pupil and staff voice will be used as part of this evaluation, along with evidence gathering and evaluation of year group planners.

ICT and the Northern Ireland Curriculum

ICT can promote, support, enhance and enrich the curriculum in a unique way. It can contribute to all subjects and supports the development of skills such as literacy and numeracy, communication, problem-solving, information-handling, social and interpersonal skills and independent learning skills.

Literacy

ICT is a major contributor to the teaching of Literacy. Through the development of keyboard skills pupils learn how to draft, edit and revise text. Children can create, develop, present and publish ideas and opinions visually or orally. They learn how to improve the presentation of their work by using desk-top publishing and presentational software. We use the Accelerated Reader Programme.

Numeracy

Many ICT activities build upon the mathematical skills of the pupils. They use ICT in Numeracy to collect data, make predictions, analyse results and present information graphically. They also acquire measuring techniques involving positive and negative numbers including decimal places. They can explore mathematical models e.g. use of BeeBots/Probots and spreadsheets. Children also have access to Times Tables Rockstars and Numbots to develop the fluency of their number facts.

Personal Development and Mutual Understanding (PDMU) and Citizenship

ICT 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 issues related to electronic communication, pupils develop a view about the use and misuse of ICT. They also gain a knowledge and understanding of the interdependence of people around the world.

The Arts

ICT offers children the freedom to express their own ideas creatively and to experience the designs and creations of others. Children will have the opportunity to develop their creativity through involvement in tasks related to Digital Art and Digital Audio. They can explore the Internet to gain access to a wealth of examples and information about world famous pieces. Children also have the opportunity to develop their skills in Music through the online use of Charanga in lessons.

World around Us

ICT transcends the barriers of distance and opens up the world as an easily accessible global community allowing children to experience the past, present and future of the world they live in.

Equal Opportunities and Inclusion

ICT can impact on the quality of work that pupils can produce and it can increase their confidence and motivation. Towerview Primary School's ICT facilities are available for use by all pupils and staff including our Learning Support Centre (LSC). All pupils are given access to ICT regardless of gender, race, physical, or sensory ability. For pupils with learning difficulties and/or physical or sensory disability appropriate use of ICT can often enhance access to aspects of the curriculum. The ICT Co-ordinator, in liaison with the SENCO, will endeavour to ensure appropriate adjustments are made to accommodate pupils with Special Educational Needs, including the requirement for specific resources.

The Role of the ICT Co-ordinator

The appointed ICT Co-ordinator's role is to oversee the planning and delivery of ICT across the school. The ICT Co-ordinator will be responsible for:

- Assisting all teachers with the implementation of this policy
- Management of ICT resources which are required for the implementation of this policy
- Disseminating information regarding new developments in ICT to other members of staff and recommending upcoming training to relevant staff
- Holding Staff Development Days, staff meetings and organising training to ensure the development of ICT teaching and learning
- Monitoring and evaluating the delivery of the ICT curriculum
- The updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents
- Management of the school website

Health and Safety

The following guidelines are in place to promote high standards in health and safety:

- Children should not put plugs into sockets or switch sockets on

- Trailing leads should be made safe behind the equipment and should not hang over the workstation area
- Liquids must not be taken near the computers/laptops or taken into the Computer Suite
- All hardware will undergo an annual safety check
- All staff should be aware of any pupil with a medical condition which may be triggered by the use of computer screens
- Pupils should take frequent breaks from intense computer work
- Computer monitors and seating should be adjusted to match the comfort of the pupil / user. Users should be able to work in a clutter-free space. The keyboard, mouse etc, should be spread out to maximise comfort.

Class teachers are responsible for ensuring that ICT equipment is used correctly, safely and in accordance with Health and Safety requirements. If they have a concern regarding the health and safety of pupils or staff, they should contact Miss McCormack immediately.

Future Developments of ICT

- To continue to develop the use of Chromebooks and the Google Suite in Year 3-7
- To continue to enhance and embed the provision of all 7 of the Desirable Features across each Key Stage
- To identify further areas for staff development and organise relevant training
- To purchase additional Chromebooks for the ICT Suite and P7 area, to replace out-of-date and poorly functioning PCs

September 2025

Signed:

Date:

Mrs Roisin Blanc (Chairperson of the Board of Governors)