

**Lissan Primary School**



# **Using ICT & Acceptable Use of the Internet Policy**

*"Together we learn, grow and play in God's love and care."*

## **Mission Statement**

Lissan Primary School aims to develop independent individuals who are equipped to meet the challenges facing lifelong learners.

## **Introduction**

We aim to enable our pupils to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way.

Lissan Primary School meets the requirements set out within the Northern Ireland Curriculum and is developing the use of the 5Es (see Appendix 1) within the tasks being carried out throughout the school.

ICT forms part of the School Development Plan and is reviewed annually.

## **Using ICT Vision**

- Lissan Primary School believes in the holistic development of the child to his/her potential.
- We will provide a broad, balanced and differentiated curriculum. At Lissan Primary School our vision is to create motivated 'life-long' learners using 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 digital skills to prepare them for a future in which Using ICT is an integral part of society.

Our aims are to:

- Allow opportunities to enable all our staff, pupils and parents to be confident, competent and independent users of ICT.
- Allow pupils to experience an environment where access to ICT resources is natural and commonplace.
- Allow children to achieve specific ICT skills as set down in the schools Line of Progression for ICT.

Lissan Primary School is well equipped with networked laptops and PCs. There are 10 networked PCs and laptops that power the IWBs.

A stand alone ICT Suite with 12 PCS and Printer

Every class has access to

- a colour printer/ photocopier
- 4 iPads and 2 Huawei tablets

Other ICT resources include

- Bee-Bots and Pro-Bots
- Easi-Speak Microphones
- Listening centres
- Cd Players

### **ICT Subject Leader**

Mrs S Donnelly- P1/ 2 Teacher

### **Strategies for use of ICT**

- ICT is not 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.
- Use of ICT at home will continue to be encouraged through projects, homework, Fronter and mathletics.
- Children will be encouraged to access and make use of the school website for educational links.

### **Pupils accessing the Internet**

- For all information related to this see Lissan Primary School's Policy on the Use of the Internet and e-Learning policy (see **Appendices 2 &3**).

### **Internet Contract and Online Safety Rules**

- A contract of rules to ensure the appropriate behaviour when using the internet in school for P4 - P7 must be signed by pupil and parent/ guardian before each pupil is allowed to use it.
- This will be done annually (see **Appendix 4**).

### Inclusion

- Lissan Primary School's ICT facilities are available for use by all pupils and staff.
- All children are given access to ICT regardless of gender, race, physical or sensory disability. ICT can impact on the quality of work that children can produce and it can increase their confidence and motivation.

### ICT and the Northern Ireland Curriculum

- Literacy

ICT is a major contributor to the teaching of Literacy

- Children 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.

- Numeracy

Many ICT activities build upon the mathematical skills of the children.

- Children use ICT in Numeracy to collect data, make predictions, analyse results, and present information graphically.
- They can explore mathematical models e.g. use of Bee-Bots, Pro-Bots and spreadsheets.

- Personal Development and Mutual Understanding (PDMU)

ICT makes a contribution to the teaching of PDMU and citizenship as children 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, children develop a view about the use and misuse of ICT as exemplified through the use of LNI.
- They also gain a knowledge and understanding of the interdependence of people around the world.

- Creative and Expressive

ICT offers children the freedom to express their own ideas creatively and to experience the designs of others.

- Children will have the opportunity to develop their creativity through a range of network software and digital technology.
  - They can explore the Internet to gain access to a wealth of images and information about world famous pieces.
- 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.

### *Progression, Monitoring, Assessing and Evaluating*

#### Progression

- All children develop and learn at their own pace.
- Progression is assured through a range of increasingly challenging activities covering all areas of ICT and embedded in the Northern Ireland Curriculum.
- In Foundation Stage - 2 tasks will be developed within each year group linked to existing curricular areas.
- In Key Stage 1 and Key Stage 2 - 3 tasks from the CCEA UICT Activities will be assigned appropriately to each year group.

#### Monitoring

- Evidence covering all areas of ICT is garnered within each pupil's folder.
- Evidence is to be gathered from each year group after they complete each task.
- Evidence will be stored electronically from sample pupils in the ICT monitoring folder.

#### Assessing

- Evidence gathered each year is assessed and levelled by the ICT Co-ordinator.

#### Evaluating

- Evidence gathered each year is summarized within a self-evaluative report.

### ICT coordinator

- It is the responsibility of the ICT coordinator to assist all teachers with the implementation of this policy.
- The ICT coordinator has the responsibility for the management of the resources, which are required for the implementation of this policy.
- The ICT coordinator will disseminate information regarding new developments in ICT to other members of staff.
- The ICT coordinator will be responsible for any staff INSET in the development of ICT.
- It will be the responsibility of the ICT coordinator to ensure that the system for reviewing this policy is initiated.
- The ICT Coordinator will be responsible for the updating of policy, action plans and Internet guidelines and informing staff of aforementioned documents.
- The ICT Co-ordinator is responsible for making sure that all teachers are aware of the Health and Safety issues linked to ICT. (see appendix 5)

### Digital Leaders

- The Digital Leader programme has been designed to allow some of our children with a particular interest in ICT to offer help and advice to children and staff around school with their computing learning.
- Interviews will be held each year to choose eight children to assist with the use of ICT and iPads within the school. They will meet occasionally to help the school community, test new technology, teach other classes.
- Throughout the year, these Digital Leaders will get special iPad and ICT training from our UICT Coordinator.

### Future Developments of UICT to be set out in an appropriate Action Plan

- To continue to develop digital skills with the yearly coordination of our Digital Leader Programme.
- To develop the use of Online Communication.
- To develop the use of ICT tasks throughout the school.
- To develop the use of tablet technology to enhance teaching and learning.

## Appendix 1

### Definitions of the Requirements for UICT

#### Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with electronic tools;
- understand how to keep safe and display acceptable online behaviour.

#### Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

#### Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

#### Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used;

#### Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

## **Appendix 2**

### **Using the Internet in Lissan Primary School**

#### **Introduction**

The Board of Governors will ensure that Lissan Primary school has a policy on the safe, healthy, acceptable and effective use of the Internet and other digital tools e.g. digital cameras, acceptable use of mobile phones and gaming hand-helds which have downloadable capabilities e.g. Nintendo DS Lite or PSP's. They also promote safe and acceptable practices for all staff and pupils.

#### **General**

- Use of ICT in the Northern Ireland education community must be in support of the aims and objectives of the Northern Ireland Curriculum.
- All users must comply with all copyright laws.
- All users are expected to behave in an appropriate manner when communicating with others.
- All users must be aware that the use of the Internet in schools is a privilege - not a right and this privilege will be withdrawn if it is misused.
- All users must respect the hardware and software that has been made available to them.
- All users must respect the work of others.

#### **Frontier**

As part of the statutory requirements of ICT Key Stage 2 pupils must fulfil the requirement of Exchange. In Lissan Primary school we are using the C2K developed VLE of Frontier. This involves the pupils collaborating, discussing and carrying out coursework online.

#### **Pupils**

- Pupils must not enter the folders or files of anyone else.
- Pupils must be aware that teachers have the right to enter any pupil folder in their own class.
- The ICT Co-ordinator / Principal reserve the right to enter any pupil's folder.
- Pupils must not use the Internet for unapproved purposes e.g.
  - Retrieve, send, copy or display offensive messages or pictures.
- Pupils must not take mobile phones into school.
- Hand-held gaming consoles with downloadable capabilities are not permitted at school on the grounds that they :-
  - are valuable and may be lost or stolen.
  - are capable of storing images that are inappropriate.
  - are capable of **instant messaging** between classrooms.

### Parents

- Parents should be aware that the use of the Internet in school is closely monitored by staff.
- Parents should, in co-operation with staff, make pupils aware of the rules and expectations within this document.
- Parents should be aware that the use of ICT is complimentary to the teaching already done - i.e. the use of computers in the classroom is a tool.
- Parents should be aware that no photographs of pupils will be available online without parents giving their permission.
- Parents should also be aware that the social networking site Facebook adhere to a strict 'over 13's' age policy.

### Addendum

- Network administrators reserve the right to review files and communications to maintain system integrity and ensure that the users are using the system responsibly - they will respect the right to privacy whenever possible.

## Appendix 3

### Lissan Primary School e-Learning Policy

#### What is e-Learning ?

- e-Learning involves engaging in a wide range of learning activities, both inside and outside school, including the use of ICT to support life-long-learning for families.
- Schools involved in e-Learning use a mixture of familiar learning techniques and traditional methodologies combined with e-learning that is delivered entirely online.

#### Introduction

- The Board of Governors will ensure that Lissan Primary school has a policy on the safe, healthy, acceptable and effective use of the Internet and other digital tools e.g. digital cameras, tablets, acceptable use of mobile phones and gaming hand-helds which have downloadable capabilities e.g. iPads, Nintendo DS Lite or PSP's.
- They also promote safe and acceptable practices for all staff and pupils in line with DENI Circulars.
- This Policy will be reviewed annually or when required if any significant issues arise.
- Should a serious incident occur, the relevant agencies will be informed- Police, C2k, Capita, Social Services, CEOP.

#### General

- Use of ICT in the Northern Ireland education community must be in support of the aims and objectives of the Northern Ireland Curriculum.
- All users must comply with all copyright laws.
- All users must limit their use of the Internet for school related purposes - examples of this include the use of email, the use of the Internet to investigate and research school subjects and staff using the Internet to further develop their professional development.
- All users are expected to behave in an appropriate manner when communicating with others.

- All users must be aware that the use of the Internet in schools is a privilege and not a right and this privilege will be withdrawn if it misused.
- All users must respect the hardware and software that has been made available to them.
- All users must respect the work of others.

\*\*The Principal, ICT Coordinator and Senior Leadership Team are all aware of the procedures to be followed in the event of a serious e-safety issue.\*\*

### Child Protection / Safeguarding Designated Officer

- They are trained in e-safety issues and aware of the potential for serious child protection and safeguarding issues to arise from:
- Sharing of personal data
- Access to illegal / inappropriate materials
- Inappropriate on-line contact with adults / strangers
- Potential or actual incidents of grooming
- Cyber-bullying

### Filtering

- We use the secure C2k network which is responsible for the provision of information and communications technology (ICT) managed service to all schools in Northern Ireland. This is a filtered service and the school monitors online activities that the children use on site.

### Securus

- Securus Education is a software system provided through the C2k System which helps us to ensure that our computer network is being used safely.
- Securus also acts as an educational tool, helping children to recognise unsafe situations and encouraging them to use new technologies responsibly.

- Securus alerts staff to any words on our network that would lead us to believe that our very high standards of safeguarding, reflected in our Acceptable Use Policy, might be being jeopardised.
- Securus is effective both online and offline across all programmes used by the school. Incidents flagged by Securus would include any evidence of bullying, inappropriate language, indicators of emotional distress, and searches for harmful websites and so on.
- A screen 'capture' is taken of every incident, showing what was displayed at the time, who was involved and when the incident took place. These captures enable staff to respond to potentially serious or disruptive situations with confidence.
- The immediacy of this system can help prevent issues from spiralling into something more serious.

### Mobile Technology

- All teachers have an iPad and have been trained in the use of key apps for curriculum use.
- The training needs are regularly reviewed and targets set for PRSD when required.
- Pupils have access to a class set of iPads and Huawei tablets, teachers are aware that they do not merely digitize an existing activity in a way that does not add value to the teaching and learning.
- Pupils have found mobile devices very useful for creating movies, iBooks and coding.
- We use iPads to enhance and transform learning through:
  - Capturing and collecting information across a variety of settings
  - Communicating and collaborating with others
  - Consuming and critiquing media
  - Constructing and creating personal forms of representation

### Mobile Learning enables children to:

- Review and reflect
- Think forward
- Listen to explanations
- Snap and show
- Present

- Evaluate

Teaching and Support Staff are responsible for ensuring that:

- They have an up to date awareness of e-safety matters, policies and practices
- They have read, understood and signed the Staff Acceptable Use Policy (AUP)
- They report any suspected misuse or problems to the Principal / Safeguarding Team for investigation, action or sanction.
- All digital communications with pupils, parents and carers should be on a professional level and only carried out using official school systems.
- They monitor the use of digital technologies, mobile devices, cameras etc. in lessons and implement current policies with regard to these devices.
- In lessons where internet use is planned pupils should be guided to sites checked as suitable for their use.
- Processes are in place for dealing with any unsuitable material that is found in internet searches.
- SMART internet Safety Rules are displayed in all classrooms and regularly referred to by teachers with the children.

#### e-Learning links with other schools

- It is hoped that through Fronter we can link up with online e-learning opportunities with our partner schools.

#### Use of digital and video images

- The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet.
- However, staff, parents, carers and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place.
- Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term.

- It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:
- When using digital images, staff should educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular, they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Staff and volunteers are allowed to take digital images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment, the personal equipment of staff should not be used for such purposes.
- Care should be taken when taking digital / video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Pupils must not take, use, share, publish or distribute images of others without their permission

### Social Networking

- The increasing popularity of social media in recent years has allowed many teachers to enhance their classroom practice, introducing their pupils to new tools and delivering the curriculum in innovative and engaging ways.
- The majority of teachers using these tools do so without encountering any difficulty.
- However, staff and volunteers working in Lissan Primary School should be aware of the many challenges and ramifications associated with the use of electronic communication and social media.
- Guidelines for all teaching, non-teaching staff and volunteers on using social networking sites can be found in the school's Social Media Policy and Staff Handbook

\*\*\*Our UICT Policies will be used in conjunction with all our Pastoral Care Policies where appropriate\*\*\*

## Appendix 4

### Lissan Primary School Internet Contract & Online Rules

At school I use computers and access the internet to help me learn in a fun way. To keep me safe and use these resources responsibly I agree to the following rules.

- I will use the internet only when an adult is supervising me.
- I understand that the school can check which websites I visit and view my computer files.
- I will use the internet only to help me with my school work.
- I will not give out my home address or telephone number or any other personal information about my family or me to anyone on the internet.
- I will not use CD-ROMs/ memory devices from outside school unless I have permission.
- I will only use Fronter when my teacher sets up appropriate discussions for me to take part in.
- I will be able to access documents related to school projects via the Fronter site.
- To protect myself and others I will report any unpleasant messages or material to my teacher.

Signed (Pupil) :

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Signed (Parent/Carer) :

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## Appendix 5

### UICT and Health and Safety Policy

#### General Guidance

- Eyestrain - avoid long periods on the computer (20-25mins maximum).
- Advise children to take short breaks during a task.
- 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.
- Food and drink should not be consumed near ICT equipment.
- An adult should always supervise children when they are accessing information via the Internet.
- The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

#### Sitting

- Appropriate seating should be allocated for use with the school computers that gives proper back support
- Screen positioned to avoid glare
- Feet flat on the floor, shoulders and neck relaxed, forearms level with desk