

Information Communications Technology (ICT) Policy

As well as being an important educational resource, the ability to use ICT effectively is a vital life skill in modern society. Our aim is to produce learners (pupils and staff) who are confident and effective users of ICT.

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School Details:

Name: Douglas Rochestown Educate Together National School

Address: Carr's Hill, Douglas, Cork

Telephone: 021 489 0122 / 085 2428753

Email: info@dretns.ie

Roll Number: 20413N

Principal: Dr. Alan Sheehan

The school premises consist of the area within the school boundaries/fence at Carr's Hill. School start/end times are as follows:

Start Time:	End Time:
8.30 am	1.10 pm/2.10 pm

The school doors open at 8.20am. The school provides supervision of pupils within the school grounds only from 8.20am – 1.20pm for Junior and Senior Infants and from 8.20am – 2.20 pm for all other Classes. Please note that no responsibility is accepted for anyone in the areas outside the school fencing. Please also note that no responsibility is accepted for pupils arriving before 8.20am or for supervising pupils after 1.20pm/2.20pm.

General Information:

Douglas Rochestown ETNS is under the patronage of Educate Together. It is based on four key principles: Child-centred, Co-educational, Democratic and Equality-based.

Douglas Rochestown ETNS follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

Aims of Policy:

The aims of the ICT policy of Douglas Rochestown ETNS are:

- Helping all staff and pupils to explore the learning resources provided by ICT
- Helping all children to use ICT with purpose and enjoyment
- Helping all children to develop the necessary skills to utilise ICT
- Helping children to become autonomous users of ICT
- Helping children to use the internet safely
- Helping all children to evaluate the benefits of ICT and its impact on society
- Using ICT to develop partnerships beyond the school
- To celebrate success in the use of ICT.
- To ensure the implementation of the Acceptable Use Policy.

Relationship To School's Mission, Vision And Aims:

Our ethos expresses the desire that each child should learn and achieve to the best of his/her ability in a safe environment. We believe that ICT has a significant role to play in ensuring that each child does so. Our commitment is based on our vision of ICT as a vital tool of learning and teaching, rather than as an end in itself. We see ICT as enabling children and teachers to engage with the curriculum in a deep, child-centred and creative way, for example:

- Using high-quality interactive CD Roms or Internet-provided interactive activities enables deep learning in all areas of the curriculum.
- Word-processing packages encourage the Draft-Edit-Publish approach to both creative and functional writing. This keeps the child in control of his/her own creative effort throughout the process and enables him / her to maximise creative potential.
- Internet research enables child-centred learning in a wide variety of topics across the curriculum.
- Engagement with animation and movie making software supports much talk and discussion as children collaborate to produce art work that integrates Literacy, Mathematics, Music, Visual Art, Drama and SESE.
- Engagement with problem-solving software encourages the development of concepts in various curricular areas while also stimulating higher-order levels of talk and discussion.
- The use of digital projectors allows teachers to access a wide variety of resources on the internet and CD Roms, and to prepare their own material, all of which can be shown quickly and easily to the whole class. This facilitates professional lesson preparation and presentation, and stimulates whole-class discussion.
- The interactive whiteboard takes the digital projector one step further and allows the children to interact with the on-screen resources in a child-friendly way. They are able to touch the screen and manipulate text and images, thus engaging with the curriculum at a deep level.
- The school website provides an opportunity for teachers and students to publish and celebrate their work. The site is updated regularly and reflects the many activities and projects in which the school is involved.
- The school Facebook page is used for information purposes only (e.g. school closures, information about meetings, etc.)

Our school also acknowledges the importance of a balance, regulated approach to the use of ICT and the internet. We believe that no technology can act as a substitute for the relationship between pupil and teacher, which is the key to learning.

Rationale:

Why does our school require ICT?

1. To provide the best possible education for all our pupils
2. To provide a powerful and up to date teaching resource for all our teachers
3. To allow for more effective administration
4. To help provide more effective communication with staff and parents
5. To communicate with teachers and pupils in Europe and further afield
6. To prepare children for life in a technologically advanced world
7. To support, challenge and extend the educational opportunities for pupils

To what use will ICT be put?

1. School Administration
2. Research software

3. Adventure games that stimulate higher order thinking skills and problem solving
4. Word Processing of children's work
5. Research on the internet
6. Communication via email
7. Music composition and digital recording
8. Storage of records of achievement/portfolio assessment (only when encrypted)
9. Assist teaching and learning, especially with pupils who have Special Educational Needs.

Actual usage of ICT in School:

Children will acquire a certain level of competency at using computers. Skills to be learned are outlined below:

Expected Skill and Learning Outcomes for ICT at each Class Level:

Junior Infants

- Become familiar with vocabulary related to ICT: mouse, screen, monitor, hard-drive, keyboard, digital camera
- Learn to use the mouse
- Navigate software by entering, exiting, closing, choosing options, clicking, double clicking and dragging the mouse
- Navigate the interactive whiteboard with their hands
- Navigate interactive tablets with their hands
- Use the digital camera for growing and changing project
- Coding: Beebots

Senior Infants

- Learn to use a keyboard and type their name
- Learn to operate the audio equipment (volume control, speakers/headphones)
- Turn on and safely shut down the computer
- Use and navigate a variety of software packages
- Use the digital camera to take photos for family project
- Have many opportunities to engage with the interactive whiteboard and interactive tablets
- Coding: Beebots

Junior Classes (1st and 2nd):

As for infant classes, plus:

- Learn to use Microsoft Word to draft, edit and publish creative writing: using upper and lower-case letters, full stops, commas and question and exclamation marks; using the spacebar, the return, shift and caps lock keys; highlighting text and deleting; changing font, adjusting font size and using the Bold, Italic and Underline tools. Dependant on staffing/resources
- Learn to use software to engage in real learning, largely using the same software as for Infants
- Log on to educational websites to explore content, play interactive games and search for information at an age-appropriate level. Sites to be chosen by the teacher and placed on Favourites list
- Learn to use the digital camera under close supervision to document work / educational experiences
- Learn about internet safety, with regards to personal information and advertising

- Continue to use interactive whiteboard and interactive tablet activities
- Animation making
- Coding: Scratch Junior

Middle Classes (3rd and 4th)

As for junior classes, plus:

- Develop further use of Microsoft Word tools, Copy and Paste, Spellcheck, Justify / Centre / Align Left, Print. Dependant on staffing/resources
- Publish creative writing and project work
- Learn to create folders, store and file work in different locations and retrieve it when necessary
- Learn to use an Internet browser to search for information
- Use Internet interactive learning sites to deepen and enhance learning across the curriculum
- Use appropriate programmes to create art work
- Learn about internet safety, with regards to personal information and advertising
- Participate in at least one specific ICT project per year
- Movie making
- Coding: Lego WeDo; Scratch

Senior Classes (5th and 6th)

As for middle classes, plus:

- Learn to exploit further features of Microsoft Office Software such as choosing different fonts, changing colours, using text-boxes, creating columns and simple tables, etc.
- Learn to copy and paste from one file to another
- Learn to use and gain further experience with programming tools
- Continue to use animation and movie making software
- Continue to use the schools' videoing and photographic equipment with supervision
- Contribute reports to the school website
- Explore more advanced educational websites
- Learn about internet safety, with regards to personal information and advertising, especially social networking sites.
- Coding: Lego WeDo; Scratch; Lightbots; Code.org

Safety, Security and Behaviour Issues:

- An Acceptable Usage Policy has been ratified and communicated to staff. Children only use computers/tablets while supervised. Students are not permitted to access social networking or shopping sites.
- Eating and drinking while using the computer/tablets are forbidden, and desk space should be tidy with no food, liquid or other items (clay, glue etc.) present while the computer/tablets is being used.
- Other school ICT equipment such as digital cameras may only be used under supervision.

- ICT equipment may not be removed from the school except with the permission of the Board of Management. Exception: Digital cameras may be taken on school trips or sent home for projects. When it is sent home the memory will be cleared beforehand for privacy purposes.

The Role of the ICT Co-ordinator:

The role of ICT co-ordinator is designated to the **Assistant Principal I (API) (Kevin Higgins)**

The role involves:

- *Leading Teaching and Learning*
 - i. Encourage staff in the use of ICT equipment
 - ii. Advise on new methodologies in using ICT as a teaching, learning and assessment tool
 - iii. Arranging for training appropriate school personnel in the use of ICT equipment
 - iv. Encourage the embedding of coding throughout the school at age appropriate levels
- *Managing the organisation:*
 - i. Supervise the daily assembly of pupils from 8.20am to 8.30am
 - ii. Create an inventory of ICT equipment and arranging its safe storage
 - iii. Arranging for equipment to be serviced, repaired, updated or scrapped, as necessary
 - iv. Researching the availability for further training delivered by external agencies, as necessary, and informing the staff about those opportunities
- *Leading school development:*
 - i. Review the School ICT Policy annually
 - ii. Facilitate the implementation of the ICT Policy and the Digital Framework Plan
 - iii. Update the school website (Currently Alan Sheehan manages the Facebook page.)
 - iv. Assist with the development of school policies and plans
- *Developing leadership capacity:*
 - i. Lead the ICT committee and encourage its members to carry out leadership roles in examining and supporting our school's use of ICT
 - ii. Encourage staff members to share their ICT skills through formal and informal staff meetings
 - iii. Build professional networks with other schools in their use of ICT

Special Educational Needs:

Computers are provided in the learning support rooms, as we recognise the potential of ICT to enhance the learning opportunities for pupils with special educational needs. Children with specific writing, reading and numeracy needs are using ICT to provide alternative and complementary educational experiences.

Staff Development:

We as a staff are committed to receiving ongoing training on the use and educational application of ICT, through initial teacher training, summer courses and evening classes in the local Education centre. The Board of Management grant aids staff professional development. In addition, the staff members regularly contribute to each other's professional development in ICT through advice, demonstration and informal discussion.

Ratification and Review:

As ICT is such a valuable tool for learning and curriculum implementation, its use is continuously under review by the teaching staff. Matters such as the website, new software, Digital Hub projects, time-tabling, or difficulties with equipment are discussed at almost every staff meeting.

A formal review and updating of the policy will be undertaken every year by the staff. The aim of this review will be to ensure that the potential for ICT is maximised in the school and that the considerable funds invested are not wasted. The Board of Management will discuss the outcome of such reviews and ratify them as it sees fit.

The policy was reviewed by the Board of Management on 14th October 2015.

The policy was reviewed by the Board of Management on 7th June 2016.

The policy was reviewed by the Board of Management on 20th September 2017.

The policy was reviewed by the Board of Management on 29th August 2018.

The policy was reviewed by the Board of Management on 21st November 2018.

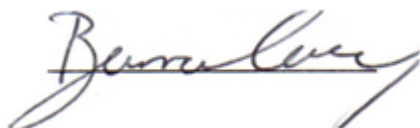
The policy was reviewed by the Board of Management on 3rd April 2019.

The policy was reviewed by the Board of Management on 2nd June 2021.

Communication:

The policy has been made available to school personnel via the school website (www.rochestownetns.ie). A copy of this policy will be made available to the Department of Education and Skills and the patron (Educate Together) if requested.

Signed:



Barra Casey
Chairperson of the Board of Management

Appendix 1: ICT Hardware Inventory

Junior Infants:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Interactive Whiteboard per classroom
- 5 laptops shared amongst Infant classes
- 10 Lenova Tablets shared amongst Junior Infant classes
- 1 Visualiser shared amongst Junior Infant classes

s:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Interactive Whiteboard per classroom
- 5 laptops shared amongst Infant classes
- 10 Lenova Tablets shared amongst classes
- 1 Visualiser shared amongst classes

First Class:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Interactive Whiteboard per classroom
- 3 computers per classroom
- 10 Lenova Tablets shared amongst First classes
- 1 Visualiser shared amongst First classes

Second Class:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Interactive Whiteboard per classroom
- 3 computers per classroom
- 15 iPads shared amongst Second and Third class
- 1 Visualiser shared amongst Second classes

Third Class:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Touchscreen display per classroom
- 3 computers per classroom
- 15 iPads shared amongst Second and Third class
- 1 Visualiser shared amongst Third classes

Fourth Class:

- Laptop per teacher
- Mic set per teacher

- Digital camera per teacher
- Touchscreen display per classroom
- 3 computers per classroom
- 15 iPads shared amongst Fourth, Fifth and Sixth Class
- 1 Visualiser shared amongst Fourth classes

Fifth Class:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Touchscreen display per classroom
- 3 computers per classroom
- 15 iPads shared amongst Fourth, Fifth and Sixth Class
- 1 Visualiser shared amongst Fifth classes

Sixth Class:

- Laptop per teacher
- Mic set per teacher
- Digital camera per teacher
- Touchscreen display per classroom
- 3 computers per classroom
- 15 iPads shared amongst Fourth, Fifth and Sixth Class
- 1 Visualiser shared amongst Sixth classes

Learning Support/Resource:

- 1 laptop per teacher
- Access to iPads

Whole School Use:

- 2 Photocopiers
- Digital Projector
- 3 Lego WeDo Kits
- Beebots Set
- Chromecast x1
- iPad adaptors x2