

Victoria Park Primary School



Digital Technologies Plan

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Victoria Park Primary School Vision

At Victoria Park Primary School we are proud to be an inclusive school providing a high quality, creative and challenging education within a secure, caring and happy environment, where every child experiences a sense of enjoyment and achieves their full potential. We aim to provide each child with a broad and balanced education which encompasses the requirements of the Northern Ireland Curriculum (CCEA, 2007) and the social, moral, physical and aesthetic aspects befitting the needs of adult life. Emphasis is placed on each pupil developing a caring and respectful attitude towards peers, adults, the community and themselves. Ultimately, we seek to fulfil the vision of preparing pupils as best we can for adult life by 'living to learn and learning to live'.

Introduction

In Victoria Park Primary School, we believe that digital technologies are very powerful resources which can enhance and potentially transform learning and teaching when used effectively and appropriately. The ability to adapt to and use effectively ever evolving digital technologies is an essential element of 21st century life for education, business and social interaction. As such, given the school's vision of preparing pupils for life, Victoria Park Primary School is committed to promoting pupils' skills within ICT across the curriculum in order to develop digital literacy skills within all out pupils. By doing so, we endeavour to empower children to become adaptable to face future technological advances with greater confidence and skill, and to enable them to use technology safely and effectively throughout their lives.

Such confidence and skills can only be developed within a broad and balanced programme of ICT provision, which develops and progresses pupils' abilities as they move through each Key Stage in the school. ICT also provides opportunities for staff to become more effective in administrative duties, and to communicate more easily, both internally and externally, as well as ICT being an adaptable tool for building strong home school links. As such, ICT within the school is of vital importance and the effective use of ICT, both within the curriculum and supporting the work of school staff, can only be achieved through the careful deployment and provision of suitable technology, both hardware and software resources. The Board of Governors are committed to supporting ICT resourcing within the school. This Digital Technology Plan is evidence of their commitment to provide support for all staff in achieving the vision of the school through ICT.

Current Hardware and Software Provision

The current provision of hardware in the school consists of the following:

- Each classroom within the school is equipped with both a desktop computer and laptop computer.
- Promethean Activ Panels are installed within each classroom, with interactive whiteboards also being installed in both the ICT suite and Sydenham Room.
- Administrative offices are equipped appropriately with the number of desktop and laptop computers required to enable non-teaching staff to effectively and efficiently complete their work.
- An ICT suite with thirty computers has been established, which is used weekly by all classes within each Key Stage each week. Appropriate accessories, such as mice and headphones, are available for use.
- Printers and scanners are located at suitable locations throughout the building within each Key Stage, and each year group benefits from an additional printer within one of their classrooms. A printer is connected within the Central Store to enable printing from iPads across the school.
- The assembly hall is equipped appropriately with a static projector, screen, laptop and speakers, and a further mobile projector is available.
- A number of Bee Bots are available for use in the Foundation Stage/Key Stage One classes, with a small number of Probots available for Key Stage 2. Associated accessories also have been purchased.
- 114 iPads are deployed within each classroom in the school. The number of iPads per class

increasing throughout the Key Stages, so that by the end of Key Stage 2 there exists a one to one correspondence between pupils and iPads.

- iPads are suitably populated with a range of appropriate content free and content rich applications to support pupils' work across the curriculum. Many of these apps have been selected by teachers themselves, who embed them within their planners to support teaching and learning.
- A showcase monitor has been installed in the reception area, to showcase pupils achievements and news.
- Laptop and desktop computers have access to the full library of C2k software and licences, enabling their effective use.
- Three laptops dedicated to supporting pupils with Special Educational Needs are deployed across the school. Software, such as Read & Write Text Help is available and used appropriately by both teachers and SEN classroom assistants as appropriate.

Internet Access

All devices within school benefit from secure internet access. All laptops and desktop computers are connected through the C2k system, while the school invests in Classnet with iTeach to support connectivity with iPads. The school operates a strict Online Safety and Acceptable Use of Digital Technologies Policy which is implemented by all staff and pupils. Filtering and security of these internet systems is maintained by C2k and iTeach respectively.

Technical Support

Recognising the large amount of technology used each day throughout the school, the Board of Governors have invested in the creation of an IT technician, who is available each day, to maintain and assist in the deployment of digital technologies across the school. This role is further supplemented by a fortnightly visit from an iTeach technician to maintain the Classnet system and iPads. Such investment in technical assistance enables for the effective use of technology by teaching and support staff, in using ICT to effectively deliver the curriculum, and enhance teaching, learning and administration across the school.

Use of ICT for Communication

ICT is used by staff to communicate both internally and externally via email. Many staff used software packages, such as Class Dojo or SeeSaw to communicate with parents, and to share pupil learning and achievements with parents. The school maintains both a Facebook and YouTube channel to showcase life within the school with the wider community, and to promote communication between school and home. Such social media platforms have proved a very effective means of communication.

Use of ICT in School Management

The school considers it important that all staff endeavour to use digital technology confidently in their daily work for teaching, communicating, planning and reporting. SIMS is used by the administration team for the effective tracking of pupil and staff information and attendance, and associated tools, such as Assessment Manager and IEP Writer, is used by all staff and the Senior Management Team as appropriate.

Technological Professional Development

Support and training will be given to all staff to develop their confidence and competence in the use of ICT tools for both teaching and professional practice. As new resources are purchased or software upgraded, appropriate training will be offered for staff. Staff will develop their INSET needs identified as part of continuous professional development via a skills audit and through performance management targets. Relevant INSET will be identified for individual teachers and support staff and, where appropriate, whole staff INSET will be delivered by various means such as during a staff development days, using both internal and external providers.

Upgrading and Replacement of Infrastructure

The current infrastructure has been designed to meet the needs of the school at the current time, as best as possible, to enable a broad and balanced experience of ICT for all pupils and to enable to effective running of the school. As technology, both hardware and software, are constantly evolving and

developing, the Board and Governors and Senior Management Team realise that continued and future investment will be required. The Board of Governors are committed to doing all they can to continue to resource ICT appropriately within the school, within their financial means. The Principal and ICT Co-ordinator will continue to monitor and evaluate on an annual basis the digital technology provision currently in school, as well as emerging technologies, to identify areas for development and priorities to support both pupils and staff. This information will then be forwarded to their Board of Governors for their consideration.

Future Hardware and Software Provision

An audit of current resources is undertaken annually, needs and priorities are identified and sources of funding explored. All staff within the school are consulted with regards to this. Acquisition of appropriate resources to further develop a balanced ICT curriculum across the school is planned for, in line with provision of staff development and the School Development Plan. In the most recent audit (February 2017), the following hardware and software was identified as being useful to further develop ICT within the school and purchased;

- Three Green Screen Kits to support Film and Animation within the school. This linked to staff development within ICT for this year. Appropriate microphones were sourced for both iPads and desktop computers, including the purchase of a class set of EasiSpeak microphones. Tripods and mounts for cameras were also acquired.
- Resources were identified and purchased to help develop a greater progression within Interactive Design across the school. This included the acquisition of a class set of BluBots to supplement the Bee Bots already in school with associated Bluetooth dongles to enable greater programmability and flexibility in teaching. A class set of ProBots were purchased to supplement the limited number already in school, as was the associated programming software to enable whole class teaching. Spark+ were purchased, as well as iMats, in addition to the acquisition of flying drones to develop programming within upper Key Stage 2. It is hoped that these resources will enable for a better progression in developing pupils' coding and programming abilities, preparing foundation skills for future development and employment.
- Headphones were purchased for iPads within each Key Stage to enable independent work, as well as group work. Noise limited headphones were purchased for Primary 1 to help limited noise exposure for sensitive ears.
- iPad styluses were purchased to help pupils using content free applications such as Book Creator and Explain Everything. iCrayons were purchased to develop handwriting using iPads within Primary 2.
- A further 22 iPads were purchased for Key Stage 2 classes to enable one to one correspondence between pupils and iPads within Primary 7 and Primary 5. These resources are then shared throughout the school as required by teachers, to supplement those already within year groups.