



ICT Policy 2023

In 2017, Education Scotland revised their 'ICT to Enhance Learning' experiences and outcomes as part of a wider refresh of the Technologies experiences and outcomes. This refresh produced the current 'Digital Literacy' outcomes which, along with literacy, numeracy and health and wellbeing, *'should be placed at the heart of all learning, not only the technologies area of the curriculum. Digital literacy outcomes could be met in any/all curriculum areas and so all practitioners can contribute to and reinforce them'* (Education Scotland, 2017, p3).

Rationale

At Taobh na Pàirce, we are fully committed to the use of Digital Learning and Technologies to develop, support, supplement and enhance the learning and teaching experience for our pupils. We aim to develop pupils' digital capabilities and ensure that they are given opportunities to develop the knowledge and skills needed for learning, life and work. As technology is ever evolving and changing our vision at Taobh na Pàirce is to ensure that our learners have the skills necessary to use and work with the digital technologies of the 21st century.

At Taobh na Pàirce our aim is to:

- use the potential of ICT to support learning and teaching across the curriculum.
- support pupils in developing confidence and skills in using ICT.
- encourage pupils to be aware of and be informed about the applications and implications of ICT in society.
- embrace new developments in ICT and use these in an innovative and imaginative way.

Learning and Teaching

At Taobh na Pàirce all planning strives to address the Experiences and Outcomes outlined for digital technologies in the Curriculum for Excellence. Our scheme of work is progressive and challenging. It builds on the pupils' prior learning and further extends their knowledge and understanding. Teachers plan and assess learning and teaching in accordance with the

Curriculum for Excellence Experiences and Outcomes, and Benchmarks, and using our Progression Pathways. Digital technologies are used by teachers to present work, support and enhance learning and teaching, and to consolidate and assess knowledge and skills of all pupils, with appropriate support and differentiation built in. A thorough and careful approach to teaching skills and allowing children to apply these skills in everyday contexts is essential in what we do. Use of digital technologies permeates all curricular areas and is an essential tool in effective learning and teaching, with children and young people developing progressive skills throughout their school career.

Acceptable Use



Using devices



- I will only use devices that my teacher, or responsible adult has allowed me to use.
- I will only use devices when my teacher, or responsible adult, has asked me to.
- I will treat all devices with respect.
- I will never remove any programs that have been installed by the school unless written permission has been given by the school.

Keeping myself safe



- I will follow all guidelines set out by my school.
- I will keep all usernames and passwords secure and private.
- I will only use my own login details (or those given to me by my teacher) and I will never share these with anyone else.
- If I am using a shared device, I will make sure I log out of my account, when finished.
- I will only access apps and websites with the permission of my teacher, or responsible adult.
- I will use nicknames and avatars appropriately to protect my identity, where necessary.

Being a good cyber citizen



- I will keep personal information about myself or others private.
- I will only share photos/videos/files with permission.
- I will not take photos or videos of anyone else without their clear and explicit permission.
- I will THINK (True, Helpful, Inspiring, Necessary, Kind) before I post/send.
- I will be respectful and responsible at all times.
- I will only communicate with those who are involved in my learning/care.
- I will only distribute or share information related to my learning.
- I will ask for help from my teacher or responsible adult before clicking, if I am unsure about a 'pop-up', hyperlink, email or anything suspicious on my device.
- I will not open files unless I know who has sent it and that this is a safe source.
- I will not answer or forward suspicious-looking messages or emails.
- I will not spread or knowingly download malicious software.

Live online learning



- I will make sure that my household knows when live video-based online learning is taking place.
- I will use an appropriate venue or background when online.
- I understand that if I feel the need to leave the meeting, or someone in my household would like me to leave the meeting, that I can do so at any time.
- If I see or hear something that makes me or my parent/carer uncomfortable I will tell my teacher, or another member of school staff, immediately.
- I will make sure that I have 'hung up' or 'left' the meeting when I am finished.
- I will turn off notifications or pop-ups that could appear on my screen.
- I will use the 'hands up' function to contribute to discussions if asked to do so.
- In any video or audio meeting, I will follow the instructions given by my teacher or responsible adult about muting my microphone or turning off my camera.

Sharing a device at home

If you are accessing Microsoft 365 or other school online learning resources on a shared device in your home, eg smartphone, iPad/tablet or home desktop/laptop:

- Always control access to the device with a secure password or passcode.
- Access Microsoft 365 using a recommended browser - Edge, Chrome, Safari or Firefox.
- For added security, turn off [password saving](#) for your browser.
- Ensure that you log out and/or quit your browser when you have stopped working in Microsoft 365.
- Ensure that you lock/log off the device when not in use.

Role of the Class Teacher

The class teacher has responsibility for:

- planning, teaching and assessment of ICT skills, according to the principles and practice within AiFL and 'Curriculum for Excellence'
- ensuring opportunities are provided to embed ICT across all curricular areas and utilise it to enhance learning and teaching
- ensuring ICT is used for administrative tasks e.g. preparation/monitoring of ASPs and reports
- the recognition of data protection, computer misuse and copyright legislation within their own classroom setting.

Role of the Pupil Support Assistant

The Pupil Support Assistant has responsibility for:

- setting up/logging on computers/devices if required
- circulating and assisting pupils with any issues that may arise e.g. carrying out tasks, saving work, sending work to the right folder etc.
- taking small groups to complete various tasks

Quality Assurance and Monitoring

All members of staff are given opportunities through CPD to continually develop and enhance their knowledge and skills in this continually developing and changing area. This is done through external and internal training events, and through sharing good practice within our school and cluster.

Partnerships and Communications

We are committed to enhancing our communication with parents / carers and partner agencies through the use of Digital Technologies and Social Media. Paper communication is at a minimum. The majority of information and communication is through email, school blog and HT newsletters, shared through Parentmail, school website and Twitter.

School Digital Leader

Our ICT Digital Leader is in charge of planning, monitoring and evaluating the use of ICT in school, providing support, organising training and arranging whole school Inservice when appropriate and in conjunction with LA initiatives.

School Co-ordinator

Our ICT co-ordinator is responsible for monitoring the condition of ICT equipment in school and organising repair/ replacement as and when it is necessary.

Whenever there is a review of a curricular area or indeed the whole curriculum, the use of ICT in that particular subject will be an integral part of the training/planning.

Assessment

Assessments are used to inform the planning for development and consolidation of ICT capability.

Formative and summative assessments are used to guide the progress of individual pupils in their use of ICT. It involves working in tandem with children to identify their progress, determining what has been learned and what therefore should be the next steps in learning.

All of the children's work should be saved electronically in each pupil's own folder on MO365. This work will be transferred to the next class at the end of each session.

ASN

For children with Additional Support Needs, ICT can provide a means of reinforcing concepts and knowledge. ICT has excellent motivational potential for children experiencing difficulties in learning, for example using a word processing programme supports presentational skills and a spell check may help with spellings, the use of an external keyboard is also beneficial. To fully consolidate their skills, children with Additional Support Needs may require greater access to ICT in short, frequent sessions.

Provision for children with Additional Support Needs in relation to Information Technology is the responsibility of the class teacher, support staff and learning support staff as appropriate.

At Taobh na Pàirce children are encouraged from an early age to understand and work with:

- iPads
- Interactive Smartboards
- Bee-bots
- The internet
- Educational Apps
- Micro:bits

Each classroom has one networked computer and a Smartboard. C6-7 pupils have their own iPad and there are class sets of shared iPads which are used to enhance learning and teaching in C1-5. The assembly hall and the library are equipped with a Smartboard and a sound system.

