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Caherline National School

Information & Communication Technology (ICT) Policy

Revision	Date	Description	Approved

"Judge each day not by the harvest, but by the seeds you sow."

1. Introduction

To enable progression and continuity, we must have acceptable and adequate technology resources. This includes the upgrading of the hardware and the software where needed and when manageable. The manageability is determined by available finance, and realistic demands on staff time.

The primary school curriculum promotes the use of ICT to enhance teaching and learning across the curriculum (NCCA).

Pupils are given basic skills teaching through time spent working on the computer. Pupils are encouraged to use ICT in a variety of situations and contexts. ICT is being used for integration where possible:

- To develop transferable skills to encourage them to gain confidence to experiment with unfamiliar software.
- To develop critical awareness of ICT within society to support the development of the above skills.
- To support the progression of skills for the pupils we endeavour to expose pupils to the use of ICT in as many subject areas and contexts as possible. This will increase as pupils become more confident and begin to extend the incorporation of ICT into their schemes of work.
- To use a wide and expanding range of software and ICT equipment as appropriate, manageable and affordable.
- Encourage pupils to increase their depth of knowledge of software as they gain confidence.
- Teach pupils to become discerning in their use of ICT, select information, sources and media for their suitability of purpose and to assess the value of ICT in their work practices.

Caherline National School believes guidance is important as pupils begin to learn to take responsibility for their work and progress. Work must be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work. Teacher confidence is critical within the realm of ICT for them to feel confident enough to allow the pupils to develop at their own rate.

The importance of ICT as a cross-curricular tool is recognised. The school aims to expose the pupils to the diversity, influence and uses of ICT. All curriculum areas are identified as having the possibility for pupils to make use of ICT within the subject areas.

2. Strategies for ensuring the achievement of ICT policy

The following strategies will be implemented by the school to ensure the implementation of the ICT policy:

- Provide on-going suitable training for teachers to enhance their competence and confidence as an educational tool.
- Provide suitable resources to support ICT plan.
- ICT will be used as a tool to maximise the effectiveness of the learning resources in the school.
- The school will plan to ensure that a range of resources are provided to all.

Across all curricular areas ICT can be used as a resource to aid in pupil learning:

- Work can be easily edited and improved
- Provides support for co-operative and collaborative learning
- Ideal for skill practice
- Links learners to information

Each classroom in Caherline NS will be provided with a laptop and interactive whiteboard or interactive screen.

3. Activities designed to develop computing abilities

- **Text handling:**

Use of word processors to compose, edit and revise text.

- **Information handling:**

Use of databases, spreadsheets, word processors, graph plotting to store, analyse and display information.

- **Internet and Email:**

Use of Internet for research and reference.

- **Sound and graphics**

Use of computer systems to compose and play music, use of drawing and design packages in the visual arts.

- **Impact and value of ICT**

Learning about and discussing the applications of computer software from their own uses and by considering uses outside school.

- **Language**

Generation of text, editing and revising text, composition of pages, booklets, news sheets and reports, sending and retrieving e mail, developing awareness of use of new technologies in mass media.

- **Mathematics**

Using spreadsheets and other generic packages to solve numerical problems, using computers to investigate patterns, carrying out investigations and problem solving activities based upon computer simulations.

- **Environmental studies**

Using word processors to produce a report, using database to store, process and retrieve information, using spreadsheets to store, analyse and interpret data, using simulations to investigate scientific and technological process, geographical phenomena, and historical events; investigating and considering the effects of new technologies.

- **Religious/moral education**

Using word processors to generate text; develop an appreciation of the ethical and moral issues associated with the use of computers.