



**'We Work Best When We Work  
Together'**

# **ICT POLICY**

**Policy Update: December 2025**

**Policy to be reviewed by: September 2028**

## Policy Statement

Malvern Primary School is committed to ensuring that every pupil develops the knowledge, skills, and understanding required to use digital technologies confidently, creatively, and safely. The school follows the Northern Ireland Curriculum, ensuring that Using ICT (UICT) is embedded across all areas of learning and that pupils are equipped to participate responsibly in an increasingly digital world.

## Aims

1. To develop pupils' digital competence in alignment with the Northern Ireland Curriculum's Using ICT requirements.
2. To promote safe, respectful, and responsible use of digital technologies.
3. To support high-quality teaching through purposeful integration of ICT across the curriculum.
4. To provide inclusive and accessible digital learning opportunities for all learners, including pupils with SEND.
5. To ensure the school meets statutory safeguarding expectations for online safety and digital safeguarding.

## Curriculum Alignment: Using ICT (Northern Ireland Curriculum)

All teachers are responsible for embedding UICT within their teaching across subjects, ensuring progression from P1 to P7.

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The school provides structured opportunities for pupils to develop skills in the five UICT areas:

- Explore – Using technology to investigate, observe, and experiment.
- Express – Creating, presenting, and publishing digital content in different forms.
- Exchange – Communicating and collaborating safely using digital tools.
- Evaluate – Reflecting on work, decision-making, and digital processes.
- Exhibit – Showcasing learning for a range of audiences.

## Teaching and Learning

- ICT is integrated into weekly planning across all learning areas.
- Pupils engage in purposeful digital tasks that encourage problem-solving, creativity, critical thinking, and communication.
- Skills are introduced through direct teaching, modelled demonstration, and guided practice.
- More complex tasks—including multimedia work, research, and programming—are developed as pupils progress through the school.
- Pupils are encouraged to use digital tools to enhance literacy, numeracy, and cross-curricular learning.

## Progression

The school's UICT progression framework ensures:

- P1–P2: Early exploration of devices, basic navigation, digital mark-making, simple coding, and foundational online safety.
- P3–P4: Development of research skills, multimedia creation, safe online communication, and structured coding tasks.
- P5–P7: Independent use of digital tools, advanced multimedia projects, data handling, programming, and competent online decision-making.

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Staff monitor progress through classroom observation, pupil outcomes, and UICT evidence submitted through digital portfolios or equivalent school systems.

## **Inclusion and SEND**

- Malvern Primary School is committed to equitable access to digital learning. To ensure inclusion:
- Assistive technologies (text-to-speech, visual supports, alternative keyboards, touch devices) are made available as required.
- Tasks are differentiated to allow success at varying levels of digital competence.
- UICT activities are adapted to support communication, literacy, motor skills, and cognitive needs.
- Staff receive training on accessible digital teaching practices.
- Individual digital support plans are used when appropriate to match pupils' needs.

## **E-Safety and Safeguarding**

E-Safety is embedded throughout the curriculum and safeguarding procedures. The school ensures:

### **Teaching of E-Safety**

Pupils are taught to:

- Protect personal information
- Recognise safe and unsafe online behaviours
- Understand age-appropriate digital rights and responsibilities
- Question reliability, bias, and accuracy of online content
- Report concerns to trusted adult
- Learning is age-appropriate and revisited regularly.

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## 2 Infrastructure and Filtering

- School internet access is filtered and monitored.
- Staff use secure login credentials and comply with data-protection expectations.
- Suitable digital platforms are selected with safeguarding requirements in mind.

## Staff Responsibilities

- Staff model safe and responsible digital behaviour.
- All digital communication with pupils occurs through approved school systems.
- Staff report any online safety concerns to the Designated Safeguarding Lead.

## Pupil Responsibilities

- Pupils must:
- Use school devices responsibly
- Follow agreed rules for internet and device use
- Report any inappropriate content or behaviour

## Parent and Carer Partnership

The school provides:

- E-safety guidance and updates for families
- Information on safe device use at home
- Advice on managing children's digital habits and online risks

## Data Protection and Privacy

- All digital information is handled in accordance with GDPR and school safeguarding policies.
- Staff follow secure storage, password protection, and data-transfer protocols.
- Photographs, video recordings, and digital work are used only with parental consent.

## Digital Resources and Infrastructure

The school maintains an effective digital environment by:

- Ensuring appropriate device-to-pupil ratios
- Updating hardware and software on a rolling programme
- Providing access to approved educational platforms
- Ensuring accessibility tools are available across devices
- Maintaining secure network systems and technical support arrangements

## Staff Development

- Staff receive regular CPD in Using ICT, digital pedagogy, and e-safety.
- New staff are inducted into school ICT policies and procedures.
- Opportunities for peer mentoring, shared practice, and digital training are encouraged

## Monitoring and Review

- The UICT Coordinator oversees curriculum planning, assessment, and policy implementation.
- E-Safety practices are reviewed through safeguarding procedures.
- Senior Leadership conducts annual evaluations of digital provision, infrastructure, and curriculum coverage.
- Feedback from pupils, staff, and families informs ongoing improvements.